

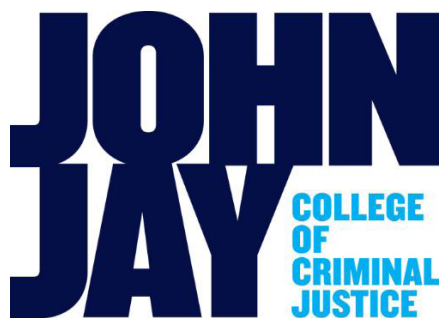
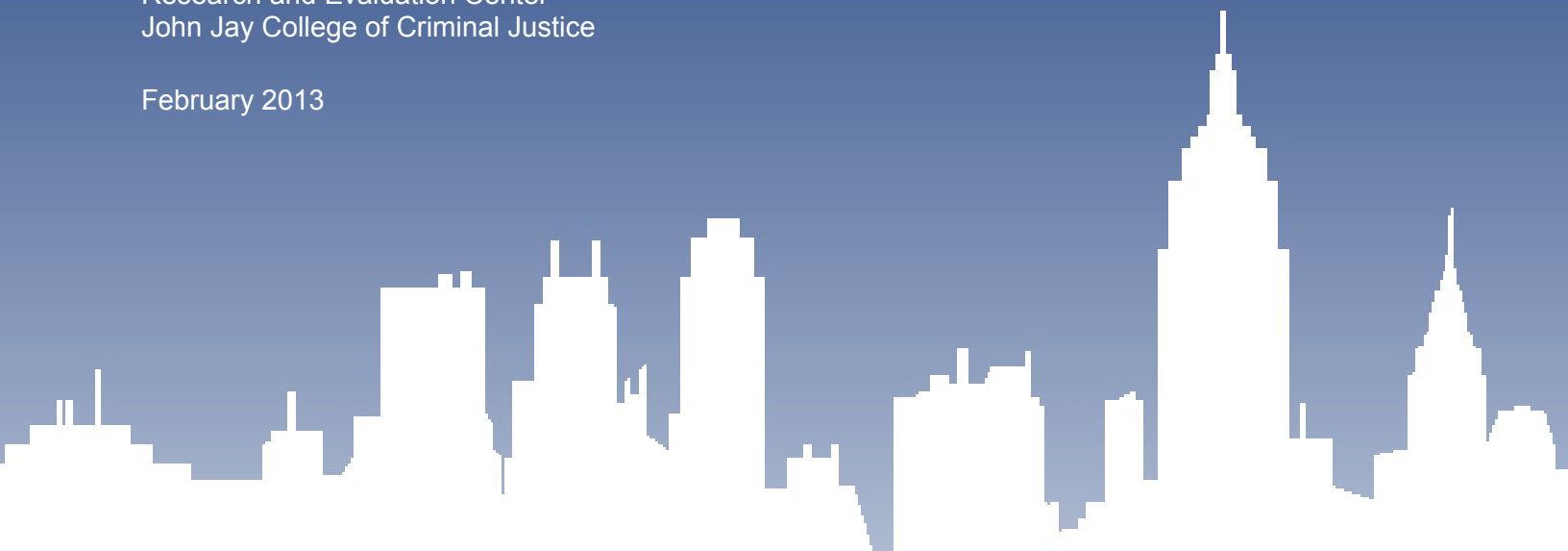
# Youth Development Through Service

## A Quality Assessment of the YouthBuild AmeriCorps Program

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February 2013



## ACKNOWLEDGEMENTS

This report was prepared with funds from the Corporation for National and Community Service, provided by YouthBuild USA. The author wishes to thank the leadership of YouthBuild USA, specifically Dorothy Stoneman, Sangeeta Tyagi, and Carlos Campos for their guidance and support during the development of this report and the YouthBuild AmeriCorps assessment project of which it is a part. Additionally, the author is very grateful to the leadership of the YouthBuild AmeriCorps program, specifically Sara St. Laurent, for continued assistance and management of data collection throughout the course of the assessment. The design and execution of a complex survey project requires the efforts of many people. The author is very grateful for the support she received throughout the project from Jeffrey Butts, as well as Jennifer Ortiz, Popy Begum, Rhoda Ramdeen, Evan Misshula, and Douglas Evans.

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Online February 2013.

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## RECOMMENDED CITATION

Tomberg, Kathleen A. (2013). Youth Development Through Service: A Quality Assessment of the YouthBuild AmeriCorps Program. New York, NY: Research and Evaluation Center, John Jay College of Criminal Justice, City University of New York.

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# EXECUTIVE SUMMARY |

YouthBuild AmeriCorps engages disadvantaged young people in skill development, high school equivalency education, and community service through construction of low-income housing. In 2011, YouthBuild USA and the Research and Evaluation (R&E) Center at John Jay College of Criminal Justice collaborated to create and implement an assessment of the YouthBuild AmeriCorps grant. The assessment project measured the program's model of student service engagement as a means for skill building, educational attainment, personal development, and student experience of service.

The assessment of the 2011-2012 YouthBuild AmeriCorps cohort of students sought to measure student and staff perceptions of the centrality of service in the program. The first assessment component involved a pre-test/post-test survey design that measured changes in student perceptions of service, their commitment to service, and their connection with the community. An additional assessment component consisted of a one-time staff survey that examined staff commitment to, and understanding of, the YouthBuild AmeriCorps model. The final study sample (students completing both the pre-test and post-test surveys) consisted of students who were predominantly between 16 and 24 years of age. Most participants were either in Quarter-Time or Reduced Half-Time AmeriCorps slots. The survey of staff members indicated that most programs had 10 or fewer individuals on staff and the median time working with the program was three years.

The survey results reveal that participation in YouthBuild AmeriCorps is often the first time that these young people see themselves as service providers rather than service recipients, something reflected in student self-report of an increase in the number of people they help both through the program and outside of the program. It is especially encouraging that their helping behavior is not confined only to what is required by YouthBuild AmeriCorps. This suggests that the program is resulting in a deeper personal commitment to service in the student participant. Additionally, by participating in YouthBuild AmeriCorps, these young people perceive a positive shift in personal responsibility and the way they are perceived by family and community members. After participating in the program, there is an increase both in the trust students have in members of their community and

in the perceived trust members of their community have in them. These findings suggest that YouthBuild AmeriCorps is a successful program model for supporting student participants with occupational and educational services, with a particular emphasis on commitment to service.

In sum, the results indicate that participation in YouthBuild AmeriCorps facilitates positive change in attitudes towards community service and civic engagement. These encouraging findings were supported by the overall positive responses from staff which indicated that staff were knowledgeable about the program model and engaged with student participants. Over the course of their participation in the YouthBuild AmeriCorps program, students develop a closer connection with their communities, a stronger commitment to service, an enhanced sense of personal worth and reliability, and greater trust in authority and social institutions. Many of these young people have deep mistrust in societal institutions, are disconnected from their communities, have been aggressive in the past, and experience a variety of negative influences in their lives. YouthBuild AmeriCorps is a successful model for changing these previously disconnected young people's self-concept and their connection to the community and adults in authority.

# INTRODUCTION |

YouthBuild USA and the Research and Evaluation (R&E) Center at John Jay College of Criminal Justice worked collaboratively to measure the quality and effectiveness of the YouthBuild AmeriCorps program, focusing on how the concept of service is integrated into the program and how well the student participants are able to internalize the program's commitment to service. The research team focused on YouthBuild AmeriCorps students during the 2011-2012 AmeriCorps grant year and followed a pre-test/post-test survey design that measured changes in student attitudes and opinions over the course of the program. Students completed the first survey soon after they started the program, and they were asked to complete the second, follow-up survey upon completion of the program (typically after 6 to 18 months). The assessment planned to investigate if YouthBuild AmeriCorps is actually able to improve student attitudes towards service, to internalize a personal commitment to service within students, to increase students' feelings of commitment and belonging to their communities and society, and to empower students in their work towards a high school degree and attaining job skills.

At the time of the survey administration, 66 YouthBuild programs participated in the YouthBuild AmeriCorps program. (See Appendix A for a list of participating sites.) Not all of the sites were able to fully participate in the survey data collection due to a variety of program characteristics and operational challenges. The research team analyzed surveys from 21 sites in 15 states across the country. In this sample, a total of 876 students completed the first survey and 705 of these respondents (80%) completed follow-up surveys.

| Sample Characteristics           | Preliminary<br>(N=1,867) | Follow-Up<br>(N=876) | Administration of student surveys took place in two stages. In the first stage, 55 program sites administered surveys to 1,867 students to measure the attitudes and characteristics of students entering the YouthBuild AmeriCorps program for the 2011-2012 year. In the second stage, 21 program sites administered 705 follow-up surveys to assess changes in student attitudes over time. Only 21 program sites were able to incorporate the follow-up survey into their program routines (i.e., they were able to achieve a 60% follow-up rate). A comparison of sample characteristics confirmed that the 876 students from the 21 sites that successfully administered both surveys were similar to the larger population of students from all 55 sites that administered the preliminary survey. |
|----------------------------------|--------------------------|----------------------|---|
| Completed program                | 52%                      | 54%                  |   |
| Male                             | 63%                      | 63%                  |   |
| African American                 | 51%                      | 47%                  |   |
| Age 16-20                        | 70%                      | 75%                  |   |
| In Quarter-Time AmeriCorps slots | 58%                      | 55%                  |   |
| Economically disadvantaged       | 97%                      | 95%                  |   |
| Prior felony conviction          | 17%                      | 14%                  |   |

The research team analyzed the data by examining the change in the responses to individual questions between the first and second survey. To interpret the statistical significance of change, the research team relied on multi-question factors and the comparison of respondent scores on those factors between survey iterations.

The findings of the analysis are encouraging and suggest that YouthBuild AmeriCorps is successful in its efforts to develop service orientations among students and engage them in their communities. After analyzing student scores on three overarching factors in the survey, the research team found that after spending time in the YouthBuild AmeriCorps program, students not only express a greater personal commitment to service, but they convey a stronger sense of engagement and connectedness with their communities. Additionally, they maintain a steady, positive understanding of construction not just as skills training, but as service to their community and as an outlet for improving their neighborhoods as well.

When individual survey items were analyzed, the research team detected an upward shift in student perceptions of personal responsibility, indicating that as students spend more time with YouthBuild AmeriCorps, they are more likely to perceive themselves as dependable and trustworthy. Additionally, as students work through the program, they begin to feel more integrated into their neighborhoods and communities and less socially isolated. Students also develop more positive views toward law enforcement and the education system after serving in YouthBuild AmeriCorps, and they appear to develop a more favorable view of civic authority. When asked specifically about their participation in YouthBuild AmeriCorps, students respond that as they spend time in the program, they begin helping more people and experience a deeper commitment to service. Moreover, their helping behavior is not confined to AmeriCorps participation; it spreads to helping people outside of the program as well.

The positive survey findings about students were supplemented by encouraging findings from a one-time staff survey. A total of 494 YouthBuild AmeriCorps staff members from 60 programs completed a survey in the winter of 2011/2012. The findings suggest that staff are effectively engaged and knowledgeable about the YouthBuild AmeriCorps program model and how to implement it with their students. Staff make efforts to engage students in the service process,

from planning to implementation. Staff attitudes towards service in the program were also positive.

The findings of the student survey were very positive, suggesting that the majority of students successfully engaged with the YouthBuild AmeriCorps program and exhibited positive changes in their perceptions of service, their own commitment to service, and their connection to their community as a result of their participation. The majority of students developed a personal commitment to their service work, a stronger connection with their communities, a greater trust in adults and larger social institutions, and a deepened sense of personal worth and reliability. These positive findings were supplemented by the overall positive responses to the staff survey which indicated that, in general, program staff understood the YouthBuild AmeriCorps model, were committed to faithful program implementation, and were successful in engaging student participation in the model. Together, the student and staff survey findings indicated that the YouthBuild AmeriCorps program, when implemented by committed and knowledgeable staff members, successfully supports personal student development and the attainment of occupational and educational goals through service engagement.

## THE PROGRAM |

YouthBuild began in 1978 as a New York City program to provide youth with educational opportunities, job training, and leadership development through community improvement and revitalization projects. By 1992, the program had grown considerably, both in number of program sites and in funding, and was replicated in 20 cities across the country. Federal funding from the U.S. Department of Housing and Urban Development (HUD) was granted to local programs in 1994 through a competitive process. In 2007, the U.S. Department of Labor (DOL) took over the funding of YouthBuild. As of 2013, more than 110,000 students had participated in YouthBuild and there were 273 YouthBuild programs across 46 states, Washington, D.C. and the Virgin Islands. Since the program began to receive HUD funding, YouthBuild students have built 21,000 units of affordable housing.

YouthBuild USA, Inc. supplements the federal DOL YouthBuild program with a number of initiatives and programs, including the AmeriCorps program which has been associated with YouthBuild USA since 1994. In the 2011-2012 grant year, 73 YouthBuild programs in 26 states had an AmeriCorps program



component. In 2010, the Corporation for National and Community Service (CNCS), a federal agency, funded YouthBuild AmeriCorps programs with a 3-year \$8.9 million annual National Direct grant to YouthBuild USA, Inc. The money supported local programs whose YouthBuild AmeriCorps members could now earn an AmeriCorps education award by providing service to their communities. CNCS's mission of improving lives, strengthening communities, and fostering civic engagement through service and volunteering dovetails with YouthBuild USA's overall goals, making CNCS/AmeriCorps and YouthBuild natural partners.

AmeriCorps consists of three branches: Volunteers in Service to America (VISTA), National Civilian Community Corps (NCCC), and State/National. The largest branch of AmeriCorps is State/National, with approximately 77,000 members serving in 1,840 organizations annually. These organizations include national and local non-profits, schools and universities, public agencies, and Native American tribes. Their members take advantage of full- and part-time opportunities to serve in a variety of areas, including education, environment, health, housing, veterans and military families, and disaster relief.

AmeriCorps members are selected to serve in one of these six areas. Time commitments for program participants range from 300 to 1,700 hours per year, and education awards range from \$1,175 to \$5,550. Students earning their minimum hours in one year are awarded educational benefits in the form of the AmeriCorps education award that can be used at any institution or vocational school that adheres to the GI Bill requirements. Students have seven years to use their award. Funds can be applied towards tuition, rent, or other education-related expenses like computers and books.

#### **Four Strategic Goals of the Corporation for National and Community Service (CNCS)**

- (1) Increase the impact of national service on community needs in communities served by CNCS-supported programs.
- (2) Strengthen national service so that participants engaged in CNCS-supported programs consistently find satisfaction, meaning and opportunity.
- (3) Maximize the value CNCS adds to grantees, partners and participants.
- (4) Fortify management operations and sustain a capable, responsive and accountable organization.

Of 77,000 State and National AmeriCorps members, approximately 3,000 are YouthBuild AmeriCorps members. When they begin serving with YouthBuild, most AmeriCorps members are not in school, not employed, do not have a GED or high school diploma, and do not have marketable job skills. Each of the 73 YouthBuild AmeriCorps programs receives CNCS grant funding that may range from

\$29,000 to \$275,000 per year (the average is \$100,000). Each YouthBuild AmeriCorps program accepts between 10 and 222 students annually. Every YouthBuild AmeriCorps member can earn an education award for their service.

| AmeriCorps Slot   | Minimum Hours | Education Award* |
|-------------------|---------------|------------------|
| Full-time         | 1,700         | \$5,500          |
| Half-time         | 900           | \$2,775          |
| Reduced Half-time | 675           | \$2,114          |
| Quarter-time      | 450           | \$1,468          |
| Minimum-time      | 300           | \$1,175          |

\* Amount varies yearly in relation to the Pell Grant.

## THE YOUTHBUILD AMERICORPS MODEL

The YouthBuild AmeriCorps model consists of a full-time program focused on two goals: 1) engagement of disadvantaged youth in skill development, education leading to a high school diploma or a GED, and personal development; and 2) providing service to the community through the construction of affordable housing for homeless and low-income people. (See Appendix B for a copy of the logic model). Students fulfill their YouthBuild AmeriCorps commitment through the completion of service hours. The number of service hours a student is required to complete depends on the type of AmeriCorps slot he or she fills. Each slot type has a different number of service hours required and a different value of education award students earn if they complete their hours. The more hours a student completes, the higher the education award value. If students complete the required service hour commitment in one year, they earn the education award that corresponds to their time. The primary avenue for earning service hours in the YouthBuild AmeriCorps program is the construction of low-income housing. All construction time counts towards the total service hours each student must earn, depending on his or her type of AmeriCorps slot. For example, a student in a Quarter-Time service slot must earn 450 service hours over the course of one year, as required by CNCS. Students are also allowed and encouraged to earn service hours through additional service activities such as national service days, community clean ups, working in community gardens or food pantries, etc. All the hours spent doing these additional service activities also count towards a student's total minimum service hours.

The YouthBuild AmeriCorps model requires students to split their time in the program evenly between education and construction time. However, students may only apply 20 percent of their education time towards their total required service hours. This restriction makes it difficult for YouthBuild AmeriCorps

students to earn enough service hours to earn the Full-Time education award in one year. All YouthBuild AmeriCorps members are less-than-full-time AmeriCorps members, with the majority serving in Quarter-time or Reduced Half-time slots.

#### **YouthBuild AmeriCorps Mission Statement (2012)**

“YouthBuild AmeriCorps strives to empower young people to step forward, lead and transform their communities through national service. We do this by providing funding, education and guidance in an effort to increase capacity of YouthBuild AmeriCorps programs. In this we have a commitment to quality, responsible use of resources and fostering collaboration.”

The YouthBuild AmeriCorps program works to reach 100 percent enrollment capacity each year in order to maximize the impact that the AmeriCorps program adds to the overall YouthBuild student experience. Additionally, students are strongly encouraged and supported in their service work so that participation in YouthBuild AmeriCorps brings them satisfaction, helps them find deeper meaning, and provides them with opportunities for advancement they may not have had otherwise. Finally, YouthBuild AmeriCorps strives to increase the national impact of its service to the community.

On the surface, YouthBuild AmeriCorps members who complete the one-year program leave with a high school credential and a new set of construction-related skills. However, the YouthBuild AmeriCorps model hopes to impart much more to each student as they participate in the education and skills training process. Through participation in the program and active engagement in the selection of service opportunities, students learn problem solving skills, planning and organization skills, and project execution skills. Service in the community also helps students to become more engaged with their communities and to be better citizens and advocates for community improvement. Finally, as students are recognized for their service work, they become connected to the extensive, 750,000 member network of AmeriCorps alumni and begin to develop a deeper, personal commitment to helping others for reasons beyond program participation.

## **YOUTHBUILD AMERICORPS QUALITY ASSESSMENT**

In July 2011, YouthBuild USA, Inc. retained the R&E Center at John Jay College of Criminal Justice to conduct a quality assessment of the YouthBuild

AmeriCorps program, focusing on the second CNCS goal related to national service in support of participant satisfaction and opportunity, as well as student perceptions of service. YouthBuild AmeriCorps endeavors to instill a personal commitment to service in each participant. Staff attempt to develop each student's level of commitment, sense of community engagement, and personal satisfaction. The principal vehicle for this personal development is the education and construction training provided through the program, as well as the leadership development and service opportunities that students receive. This quality assessment focused on 2011-2012 YouthBuild AmeriCorps members in 21 programs across the country and attempted to measure the following program outcomes:

1. Student perceptions of centrality of service at the YouthBuild AmeriCorps program – to what extent do YouthBuild AmeriCorps students perceive service as central to the program model?
2. Student identity as an AmeriCorps member – to what extent do students identify as a YouthBuild AmeriCorps member versus just a YouthBuild participant?
3. Student perceptions of service – how broad are YouthBuild AmeriCorps students' understandings of what their service is and do they understand construction as service to their community?
4. Student internalization of service – to what degree do students develop a personal commitment to service as they progress through the YouthBuild AmeriCorps program?
5. Student perceptions of the community – in what ways do students feel connected and attached to their communities?
6. Student attitudes towards helping others – to what extent do YouthBuild AmeriCorps students seek out opportunities to help people?
7. Student social trust – to what degree are students able to trust their community and how do they perceive the community's awareness of them?
8. Student Civic Responsibility – to what extent do students embrace an active role in the greater society and what are their perceptions of authority entities?

## METHODS |

The R&E Center research team, working in collaboration with YouthBuild AmeriCorps staff at YouthBuild USA, designed a pre-test/post-test survey for students that measured students' perceptions of service, commitment to service, and the extent to which students perceived their connection with their communities. (See Appendix C for a copy of the Student Survey). Ultimately,

the assessment aimed to determine whether YouthBuild AmeriCorps instilled a sense of personal commitment to service in students, engaged students with their communities, and helped students to understand skill building as a way to help improve the world around them.

In addition, a supplemental staff assessment was conducted to examine staff commitment and staff understanding of the YouthBuild AmeriCorps model. In collaboration with YouthBuild AmeriCorps staff at YouthBuild USA, the research team designed a one-time survey for program staff to measure staff knowledge of the YouthBuild AmeriCorps model and to assess their attitudes towards service. (See Appendix D for a description of the staff survey assessment and results, Appendix E for a copy of the staff survey instrument, Appendix F for the individual staff survey item frequencies, and Appendix G for a list of sites that participated in the staff survey.)

## STUDENT SURVEY DESIGN

To measure student perceptions and attitudes, the assessment relied on a pre-test/post-test design using surveys of YouthBuild AmeriCorps student participants. The survey data were later matched with demographic and program participation data from YouthBuild USA's internal WebSTA-Q database. Staff members at each program site are responsible for updating student information in the WebSTA-Q database yearly and quarterly (depending on the data), as well as when members join or leave.

The YouthBuild USA AmeriCorps staff and the John Jay College research team collaboratively designed a student survey which was administered to students twice – shortly after they began their YouthBuild AmeriCorps placement (pre-test), and again when they exited the program (post-test). Each student was assigned a specific survey identification number to enable the linking of pre-test, post-test, and WebSTA-Q data.

Each survey contained 37 questions that measured youth attitudes and opinions on topics such as perception of centrality of service at the program, personal internalization of service, identification of what constitutes service, awareness of the community, helping others, and trust in the community. Most of the survey questions used a seven-point Likert response scale, ranging from strongly disagree (1) to strongly agree (7). Two questions measured the number of people students believed they helped both through AmeriCorps program participation and in the community, outside of the AmeriCorps program. These questions used a five category response scale

– zero people, one to five people, six to 10 people, 11 to 15 people, and 16 or more people. Once the survey design was finalized, the research team created a version in Spanish. The John Jay College research team trained staff at each participating YouthBuild AmeriCorps site in appropriate and consistent survey administration methods.

## STUDENT SURVEY RESPONSE RATE

The assessment achieved an overall follow-up response rate of 80 percent. Each student was supposed to complete the survey at two points in time, but this was not always possible for several reasons. Some students unexpectedly left the program before completing the post-test survey, likely due to the multiple outside challenges faced by the population served by YouthBuild. Also, the survey period ended before all students could complete the program, and some students were only able to complete a single survey. Overall, 876 pre-test surveys were administered between August 2011 and September 2012. Between October 2011 and October 2012, 730 students completed the post-test. However, because some students only completed a post-test survey, just 705 of the total 730 post-tests (80%) resulted in a matched pre-and post-test survey pair for analysis.

Twenty-one YouthBuild AmeriCorps program sites across the country participated in this assessment. Most of the sites were YouthBuild USA full affiliates (53%) and the remaining were accredited program sites. Survey response rates varied across the program sites. While all sites successfully matched pre-test and post-test surveys for at least 60 percent of their respondents, eight sites matched 90 percent or more.

## DESCRIPTION OF STUDENT SAMPLE

Student demographic data were drawn from the WebSTA-Q data provided by YouthBuild USA. This information was matched with student surveys based on survey identification numbers. In general, students were between 16 and 24 years old – 40 percent of students were between the ages of 16 and 18, while approximately one-third were 19 or 20 years old (35%), and one-quarter were 21 years old or older. The majority of students were either African-American (47%) or Hispanic (27%) and there were more males (63%) than females (37%) in the program (see figure 1).

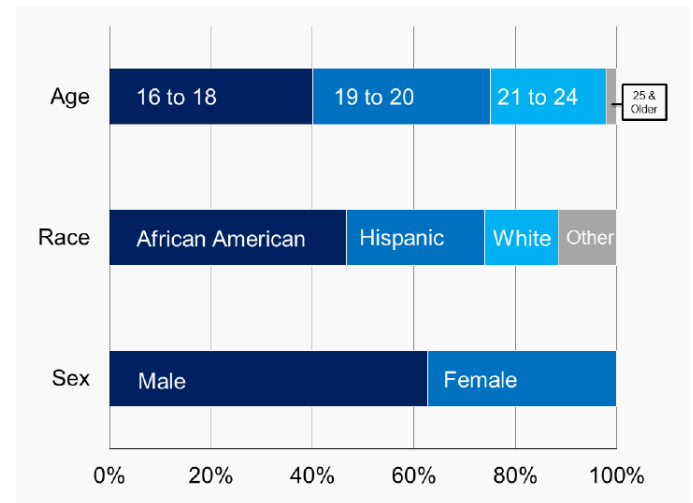
The majority of students (94%) entered the YouthBuild AmeriCorps program without a high school diploma or GED. The average reading skill level of entering students was equivalent to that of a seventh grader, while their

average math skills were at the sixth grade level. Most students (95%) were economically disadvantaged. A small number of students (14%) had at least one prior felony conviction before coming to YouthBuild AmeriCorps, and approximately one-third of students (32%) had some involvement in the justice system before coming to YouthBuild AmeriCorps.

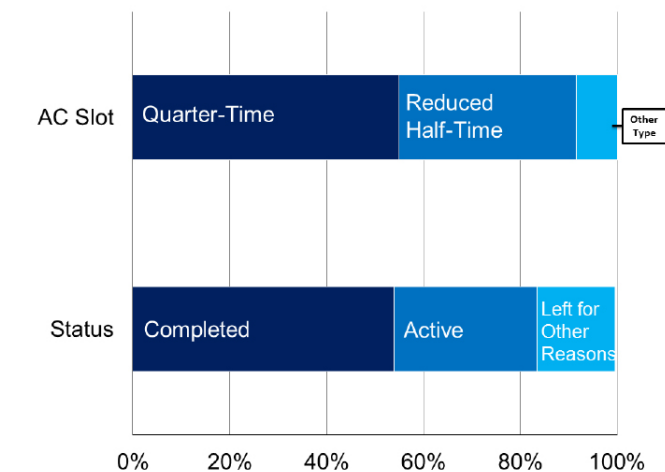
A little over half the students were Quarter-Time members (55%) while more than one-third were Reduced Half-Time members (37%). About half (54%) had completed AmeriCorps at the end of the survey period (October 2012) and about 20 percent had left the program due to termination or another reason, such as voluntary withdrawal. Thirty percent of the students were active in the program at the end of the survey period (see figure 2).

The research team calculated the total number of days (including weekends) between each student's pre- and post-test survey as an estimate of the minimum amount of time spent in the AmeriCorps program. Approximately one-third (36%) of program members participated for at least 91 to 180 days and another one-third (37%) of program members participated for at least 181 to 270 days (see figure 3). Nearly a third (30%) of the students were still active members at the end of the survey period. They were invited to complete the post-survey in the Fall of 2012 as long as they had been in the program for at least 90 days, even if they had not yet completed the program. This allowed for a larger sample of students in which to measure changes in attitude and perception.

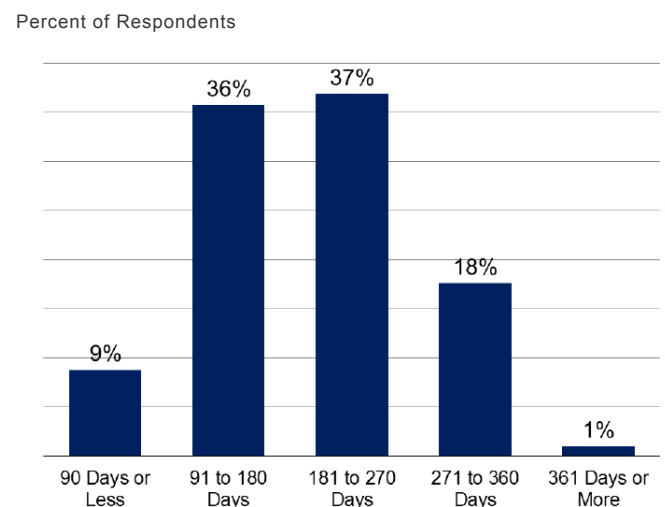
**Figure 1. Basic Student Demographics**



**Figure 2. Student Participation**



**Figure 3. Days Elapsed Between Student Surveys**





## EXPLORATORY FACTOR ANALYSIS

To simplify the task of analyzing change over time across multiple survey items, the research team performed an exploratory factor analysis using only successful follow-up respondents, or those with matched pre- and post-test survey data. (See Appendix H for tables with all survey item response frequencies for both matched and unmatched respondents.) The research team used pre-test survey data to create the preliminary factor structure, which was then refined using post-test survey data. Before conducting the factor analysis, the research team scored all survey items in the same direction so that higher scores indicated more desirable responses.

Analyses considered 37 attitude questions and extracted three multi-variable factors (see table 1). Retention criteria for factors included a medium to high reliability coefficient (Cronbach's  $\alpha$ ) and stability from pre- to post-test surveys. High Cronbach's  $\alpha$  values (i.e., those approaching 1.0) indicate greater internal consistency amongst items within each factor. The  $\alpha$  score assesses inter-item reliability of the factors and the extent to which analysis can treat the group of items as a single measure of the same construct or idea. Reliability coefficients improved for each factor with the post-test data, indicating that the correlation between survey items increased between pre- and post-testing. In other words, the constructs being measured by each factor become stronger and more unified at the post-test survey.

The research team determined that survey items had successfully loaded on a particular factor when loading scores were 0.30 or greater. Items were not retained if they loaded on more than one factor or if they failed to load consistently between the two surveys. Of the original 37 items included in the factor analysis, 13 items were retained. The remaining 24 items were set aside for separate analyses. The final factors describe three distinct concepts – student commitment to service (Commitment to Service), the way students learn about service through construction and neighborhood improvement (Service through Skills), and students' attitudes toward their community (Community Orientation). The number of items in each factor varied, ranging from two to eight items.

In order to create comparable and interpretable scores for each individual, the research team calculated a mean response score for each student with



**Table 1. Factor Structure with Survey Items and Reliability Coefficients**

| Factor                 | Component Survey Items  | RELIABILITY COEFFICIENTS ( $\alpha$ ) |             |
|------------------------|---|---------------------------------------|-------------|
|                        |   | Pre Survey                            | Post Survey |
| Commitment to Service  | I plan to continue helping out in my community after leaving the YouthBuild AmeriCorps program. | .838                                  | .890        |
|                        | Service to the community is part of being a good citizen.                                       |                                       |             |
|                        | It is important to me that my community sees me doing good work.                                |                                       |             |
|                        | Helping my community is important to me.  |                                       |             |
|                        | I try to help at least one person every week.   |                                       |             |
|                        | I help others even when I'm not at the YouthBuild AmeriCorps program.                           |                                       |             |
|                        | It is important for everyone to vote.   |                                       |             |
|                        | I believe I can make a difference in my neighborhood.   |                                       |             |
| Service Through Skills | Construction is one way that I serve my community.  | .663                                  | .733        |
|                        | By doing construction, I am learning new skills.  |                                       |             |
|                        | Anything that we do to make the neighborhood better is service to the community.                |                                       |             |
| Community Orientation  | People in my neighborhood help each other.  | .585                                  | .694        |
|                        | I trust most people in my community.  |                                       |             |

a matched pre- and post-test survey on each of the three factors. Only valid item scores were used in the calculation of each mean factor score. In other words, if a student only responded to seven of the eight items on a particular factor, his or her mean score for that factor is based on seven responses. Each factor score can be interpreted on a scale of one to seven, with seven being the most positive score on each factor. An increase in factor scores from pre- to post-test represents a positive change in student attitude or perception.

### COMPARATIVE GROUP CHANGE ANALYSIS

The research team calculated a series of group means in order to conduct comparative analyses. This included total group means for each iteration of the survey, as well as group means by age, race, gender, type of AmeriCorps placement, and student program status. The research team conducted a series of matched-pairs *t*-tests to assess changes in scores between pre- and post-test surveys, both for the entire dataset as well as by subgroups.

Comparing *t*-tests helps to determine whether any change in a group mean is significantly different from no change. The analyses used a significance level of 0.05 to determine whether a difference between means was statistically significant and not likely to be the result of chance alone. In other words, a result of ( $p < .05$ ) suggests that such a difference would be likely to occur by chance alone in fewer than five out of a hundred cases.

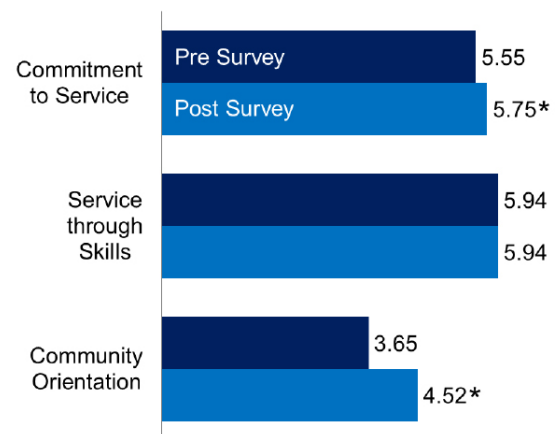
The research team conducted one-way between subjects ANOVAs (analysis of variance) to determine if change in student responses to the factors differed between groups of students. These groups were based on demographic variables, program participation variables, and criminal justice involvement. The research team calculated a new variable to express the difference between student pre- and post-test scores. The ANOVA test indicated significant differences between groups in terms of factor scores. Tukey's HSD post-hoc test identified significant differences between groups. It identifies which means, based on a grouping variable, are significantly different from one another.

## RESULTS |

Overall there was significant, positive change on two of the three factor scores from pre-test to post-test (see figure 4). Mean scores on the Commitment to Service factor increased by 0.20 (from 5.50 to 5.70 on a 7-point scale), and mean scores on the Community Orientation factor increased by 0.87 (from 3.65 to 4.52). These changes indicate that after spending time in the YouthBuild AmeriCorps program, students are not only expressing a greater personal commitment to service, but they are conveying a stronger sense of engagement with their communities. Student scores on the Service through Skills factor remained stable, but positive, between the two rounds of the survey with a mean score of 5.94 both times, indicating little change in student understanding of construction not just as skills training, but as service to their community and as an outlet for improving their neighborhoods as well.

After comparing overall mean factor scores, more can be learned about how

**Figure 4. Overall Change in Mean Factor Scores**



\* Statistically significant change between pre and post survey ( $p < .05$ ).

different groups of students responded to each factor. By identifying groups that did and did not demonstrate significant change, program staff can assess where to focus resources in the future so that all student groups can benefit from AmeriCorps' overarching goals.

## CHANGE IN COMMITMENT TO SERVICE

The first of three overarching concepts measured by the student survey is students' Commitment to Service. Students' mean scores on this factor were grouped in five ways – by age, by race, by gender, by type of AmeriCorps slot, and by participation status – to look for significant differences in the ways different students responded (see table 2). On this factor, students of all ages, races, genders and participant status exhibited positive change in their commitment to service, which suggests that the YouthBuild AmeriCorps program is successful in helping participating students deepen their commitment to service through their engagement with the program.

When this overall finding is dissected further, it can be seen that while students of all ages expressed positive change on the Commitment to Service factor, only those students ages 16 to 18 years old demonstrated significant change in their scores (5.24 to 5.54). When the research team recalculated mean factor scores by race, students of all races demonstrated a positive increase in factor score and Caucasian, African American, and Hispanic students all showed significant positive change on this factor. Both male and female students indicated significant, positive change in their factor scores though females increased by twice the margin of males – overall male change was 0.12 (5.47 to 5.59) and overall female change was 0.26 (5.69 to 5.95). Finally, of the three types of AmeriCorps slots present in the sample, only Quarter-Time students improved significantly (4.43 to 5.74). Perceptions of Reduced Half-Time students did not change (5.75 to 5.75) and the perceptions of all other types of students (minimum time or part-time) decreased between pre- and post-testing, but the changes were not significant (5.58 to 5.39).

When looking at these findings, the two most notable findings are that younger students and Quarter-Time students exhibited significant, positive change in their commitment to service. The first finding could be related to the increased malleability of youth. It is likely that students who are younger are more easily influenced by their AmeriCorps leaders and therefore they more readily developed a personal commitment to service during their time in the program. When examining the second finding, it should be noted that

**Table 2. Change in Factor Scores by Respondent Group**

| Respondent Group              | Commitment to Service |             | Service through Skills |             | Community Orientation |             |
|-------------------------------|-----------------------|-------------|------------------------|-------------|-----------------------|-------------|
|                               | Pre Survey            | Post Survey | Pre Survey             | Post Survey | Pre Survey            | Post Survey |
| <b>Student Age</b>            |                       |             |                        |             |                       |             |
| 16 to 18 years old            | 5.24                  | 5.54 *      | 5.73                   | 5.77        | 3.49                  | 4.51 *      |
| 19 to 20 years old            | 5.61                  | 5.72        | 6.03                   | 5.97        | 3.56                  | 4.30 *      |
| 21 to 24 years old            | 5.85                  | 5.89        | 6.20                   | 6.07        | 3.71                  | 4.36 *      |
| 25 years and older            | 6.41                  | 6.46        | 5.62                   | 5.80        | 4.70                  | 5.10        |
| <b>Student Race/Ethnicity</b> |                       |             |                        |             |                       |             |
| White / Caucasian             | 5.27                  | 5.49 *      | 5.91                   | 5.90        | 3.72                  | 4.46 *      |
| Black/ African American       | 5.71                  | 5.84 *      | 6.01                   | 5.99        | 3.56                  | 4.36 *      |
| Hispanic / Latino             | 5.56                  | 5.74 *      | 6.04                   | 5.98        | 3.70                  | 4.50 *      |
| Other                         | 5.27                  | 5.47        | 5.84                   | 6.03        | 3.60                  | 4.52 *      |
| <b>Student Sex</b>            |                       |             |                        |             |                       |             |
| Male                          | 5.47                  | 5.69 *      | 6.05                   | 5.98        | 3.68                  | 4.39 *      |
| Female                        | 5.69                  | 5.95 *      | 5.86                   | 5.98        | 3.53                  | 4.52 *      |
| <b>Type of Americorp Slot</b> |                       |             |                        |             |                       |             |
| Reduced Half-Time             | 5.75                  | 5.75        | 6.03                   | 5.76 *      | 3.53                  | 4.27 *      |
| Quarter Time                  | 5.43                  | 5.74 *      | 5.93                   | 6.09 *      | 3.67                  | 4.58 *      |
| Other                         | 5.58                  | 5.39        | 6.19                   | 6.01        | 3.72                  | 4.00        |
| <b>Participant Status</b>     |                       |             |                        |             |                       |             |
| Active                        | 5.36                  | 5.71 *      | 5.36                   | 5.71 *      | 3.77                  | 4.67 *      |
| Completed                     | 5.65                  | 5.83 *      | 5.65                   | 5.83 *      | 3.56                  | 4.37 *      |
| Other Exit                    | 5.57                  | 5.25 *      | 5.57                   | 5.25 *      | 3.63                  | 4.25 *      |

\* Change in mean score between pre and post survey was statistically significant ( $p < .05$ ).

Quarter-time students had the lowest mean pre-test score on this factor (5.43 versus 5.75 for RHT members and 5.58 for other members). Quarter-time students had more room on the scale for change in factor score and at the post-test, their scores were similar to their Reduced Half-Time counterparts (5.74 for QT members versus 5.75 for RHT members). This suggests that the AmeriCorps program was able to impress a commitment to service on those Quarter-time members performing fewer service hours than the Reduced Half-time members, who seem to have entered the program with a stronger baseline commitment to service. At the time of the post-test, most students in the program reflected a similarly strong commitment to service. Finally, race and gender are less important factors in a student's commitment to service, as all races and genders had more positive scores on this construct.

Additionally, when students were grouped by AmeriCorps participation status – active participant, completed student, and exited the program for other reasons – it is very encouraging to note that both active and completed

students demonstrated significant, positive changes in mean factor score. Students still active in the program had a greater change in mean factor score (5.36 to 5.71) than students who had completed the program (5.65 to 5.83). However, students who had completed the program had a higher post-survey mean factor score than students still active in the program, which suggests that as students participate in the program, they continually develop a stronger commitment to service over time. Finally, it should also be noted that students who did exit the program for other reasons, like withdrawing or failing to attend enough days, had a significant decrease in mean factor scores (5.47 to 5.25). These students, for whatever reason, were not engaged with the program in the same way as their peers, and it is expected that they would not internalize the AmeriCorps program's service philosophy in the same way as their peers.

### CHANGE IN SERVICE THROUGH SKILLS

The second of three overarching concepts measured by the student survey is Service through Skills, which measures the way students learn about service through construction and neighborhood improvement. Again, the research team grouped students' mean scores on this factor by age, by race, by gender, by type of AmeriCorps slot, and by participation status to look for significant differences in the ways different students responded. Overall, on this factor, there was no change in score between survey administrations because change at the group level was not uniform or in the same direction. This suggests that students are not fully identifying construction as service, and are more likely to see it primarily as a means for skill building alone.

Students age 16 to 18 years old and students age 25 and older were the only two age groups that demonstrated a positive change on this factor, though neither change was significant. The younger students increased from 5.73 to 5.77 and the older students increased from 5.62 to 5.80. All students age 19 to 24 responded to this factor more negatively over time, with factor scores for 19 to 20 year olds dropping by 0.05 (6.03 to 5.97) and factor score for 21 to 24 year olds dropping by 0.13 (6.20 to 6.07). When the research team recalculated mean factor scores by race, no consistent patterns emerged and differences in responses were non-significant. African-American, Hispanic, and Caucasian students demonstrated a small decrease in their mean factor scores (a decrease of -0.02, -0.01, and -0.01, respectively). Students of all other races (American Indian/Alaskan, Hawaiian Native/Pacific Islander, Multi-Racial, and Self-Described Other) expressed a slightly more positive view of this factor with a 0.19 increase in mean factor score (5.84 to 6.03).

Finally, there was no universal direction change in student scores based on gender. Male students had a small decrease in mean factor score (6.05 to 5.98) and female students had a small increase on their Service through Skills factor score (5.86 to 5.98). However, neither change reached statistical significance.

When students were grouped by AmeriCorps-specific variables, significant change was detected. When grouped by AmeriCorps slot type, both Reduced Half-Time students and Quarter-Time students had a significant change in mean factor score. Scores for Reduced Half-Time students decreased significantly (6.03 to 5.76), while scores for Quarter-Time students increased significantly (5.93 to 6.09). All other types of student placements demonstrated a decrease on this factor, but the change was non-significant (6.19 to 6.01). When students were grouped by status in the program, both active students and students who completed the program had small, non-significant positive changes in their mean factor score (0.09 and 0.08, respectively). Students who left the program before completing had a significant decrease in factor score (6.09 to 5.57).

Overall, change in student responses by group was less uniform for the Service through Skills factor and few changes were significant. Given that there was no overall change in this factor score, this is not surprising. Quarter-time students were the only group to demonstrate a significant, positive change in mean factor score. Additionally, two groups of students demonstrated a significant decrease in score on this item: students in Reduced Half-time slots and students who left the program before completing it. While these students, and all the others, still have encouraging scores on this item at the post-test survey (5.57 or greater out of 7.00), it is notable that not all students are demonstrating positive movement on this item.

It is possible that the program sites are not strongly emphasizing construction as service with their students. While students earn the bulk of their AmeriCorps hours through construction and classroom time, they also have the opportunity to engage in extra service projects like park clean ups and serving in food kitchens, to earn their hours. It may be that students are seeing these extra projects as service, because it is outside of their normal responsibilities and their previous experience with service has been something extra that they do. Additionally, students may be identifying construction more with an avenue for learning skills rather than as an avenue for service to the community. In any case, it may be beneficial for the YouthBuild AmeriCorps program staff to re-examine how construction is described to the

students and how students perceive construction as part of the YouthBuild AmeriCorps model. Ideally, students will understand construction more as a dual avenue to skill building and to community service opportunities as they participate in the YouthBuild AmeriCorps program.

### CHANGE IN COMMUNITY ORIENTATION

The final of three overarching concepts measured by the student survey is Community Orientation, which measures students' attitudes toward their community. Again, the research team grouped students' mean scores on this factor by age, by race, by gender, by type of AmeriCorps slot, and by participation status to look for significant differences in the ways different students responded. All students demonstrated positive change in their attitude towards their community, regardless of how they were grouped. This suggests that YouthBuild AmeriCorps is successful in helping students feel as though they are a part of their communities.

When looking at this finding more closely, the research team found that only those students age 25 and older (4.70 to 5.10) and students who were neither in Reduced Half-Time or Quarter-Time AmeriCorps slots (3.72 to 4.00) expressed positive change at a non-significant level. Student scores for all other age groups – age 16 to 18 (3.49 to 4.51), age 19 to 20 (3.56 to 4.36), and age 21 to 24 (3.70 to 4.50) – became significantly more positive. The youngest group demonstrated the largest increase in factor score of all the groups (an increase of 1.02). Additionally, student scores for Reduced Half-Time and Quarter-Time AmeriCorps slots increased significantly (3.53 to 4.27 and 3.67 to 4.58, respectively).

When students were grouped by race on this factor, there was significant positive change in all student scores with scores increasing by as much as 0.92. When students were grouped by gender, all students demonstrated significant, positive change in mean factor scores. Males increased by 0.71 (3.68 to 4.39) and females increased by 0.99 (3.53 to 4.52). Finally, when students were grouped by program status, there was significant, positive change across all three groups. Active students demonstrated the largest change (3.77 to 4.67 for an increase of 0.89) and students who left the program before completing had the smallest change (3.63 to 4.25 for an increase of 0.62).

It is very encouraging that all students demonstrated positive movement on their Community Orientation scores, regardless of how they were grouped.

Even more notable is that all student groups, save two, demonstrated a significant, positive change in mean factor score. This universal positive increase in Community Orientation score demonstrates that YouthBuild AmeriCorps has been successful in helping all students feel connected with their community.

One possible explanation for the lack of significant change in the oldest group of students (ages 25 and older) is that this group of students demonstrated the highest score on the pre-test survey versus all other student age groups (4.70 versus 3.49 to 3.71). Therefore, these oldest members have less room for improvement than younger students, and so their positive increase in mean score does not improve enough to register as significant.

### BETWEEN GROUP CHANGE IN FACTOR SCORES

In order to see if any groups of students demonstrated significantly different changes in scores when compared with each other, the research team calculated mean change in student factor scores and examined these changes across a variety of grouping variables, including age, race, gender, marital status, program site, type of AmeriCorps placement, felony status, youth offender status, economic disadvantage, time between surveys, and type of degree entered with. Not all groupings resulted in significant findings. However, these analyses did reveal that YouthBuild AmeriCorps is successful in helping students re-evaluate what they consider to be service and in helping disadvantaged young people forge strong ties with their communities and with larger society as a whole.

When grouped by AmeriCorps placement type (see table 3), Quarter-Time students demonstrated a significantly larger, positive change (0.235 increase in mean factor score) compared to Reduced Half-time students on the Service through Skills factor score. Reduced Half-Time students had an overall mean negative change on this factor score (-0.268 decrease). These findings could be explained by the fact that Quarter-time students had the lowest mean pre-test score on this factor and thus the largest capacity for positive change. Additionally, because Reduced Half-time students must complete a higher number of service hours than Quarter-time students, they have more exposure to service opportunities outside of construction. This may lead them to re-evaluate what they consider to be service and they may not perceive construction as a skill and service opportunity and instead see it more as a job skill building experience only.



**Table 3. Changes in Factor Score by Type of AmeriCorps Program Slot**

| Change in Factor Scores Between Pre and Post Survey |                            |                       |                    |
|---|----------------------------|-----------------------|--------------------|
| Factor  | Reduced Half-Time Students | Quarter-Time Students | All Other Students |
| Commitment to Service                               | 0.000                      | 0.405                 | -0.083             |
| Service through Skills                              | -0.268 *                   | 0.235 *               | -0.033             |
| Community Orientation                               | 0.792                      | 1.071                 | 0.164              |

\* = Difference in the change of scores was statistically significant ( $p < .05$ ).

**Table 4. Changes in Factor Score by Economic Disadvantage**

| Change in Factor Scores Between Pre and Post Survey |                            |                                |
|---|----------------------------|--------------------------------|
| Factor  | Economically Disadvantaged | Not Economically Disadvantaged |
| Commitment to Service                               | 0.233                      | 0.047                          |
| Service through Skills                              | 0.030                      | 0.264                          |
| Community Orientation                               | 0.941 *                    | 0.000 *                        |

\* = Difference in the change of scores was statistically significant ( $p < .05$ ).

Economic disadvantage did not impact change in student scores on either the Commitment to Service factor or the Service through Skills factors (see table 4). This is not unexpected, considering that the vast majority of students in the program are economically disadvantaged. However, students who were economically disadvantaged demonstrated significantly greater positive changes (0.941 increase in mean factor score) in their Community Orientation factor scores when compared with the small percent (5%) of students in the program who are not economically disadvantaged as defined by YouthBuild AmeriCorps program intake (no change in mean factor score). Often, students who are economically disadvantaged have relatively unstable home lives that do not foster strong ties to the community. Finding the significantly larger change in the Community Orientation factor scores for economically disadvantaged students is encouraging because it suggests that participation in YouthBuild AmeriCorps is able to help students from low-income families forge social ties and better engage with their neighborhoods.

The research team found no significant, meaningful differences in student factor scores after comparing students on demographic variables (age, race, gender, marital status, or prior education), criminal justice involvement status (prior felony conviction or prior youth offender status), and program-related variables (student participation status, time between surveys, or program site status).

## NOTABLE CHANGES IN INDIVIDUAL SURVEY ITEMS

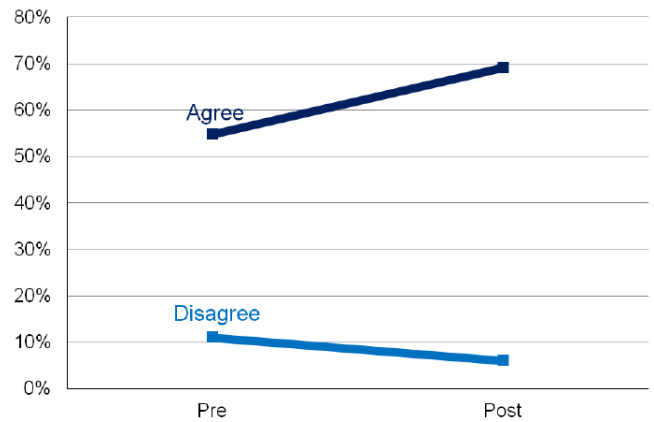
Finally, when change on individual survey items was examined for the student sample, there were 10 survey items in which the research team found a notable, positive shift in responses. These survey items fall into four general categories: personal responsibility, community integration, trust in social institutions, and AmeriCorps service. The findings from these analyses suggest that after students participate in YouthBuild AmeriCorps, they experience a positive change in self-perception, they feel more integrated into their communities, they develop more positive views on authority, they feel more empowered in making choices, and they actively help more people.

Breaking these findings down, students expressed a positive shift towards personal responsibility, as demonstrated by two survey items (see figure 5). In response to the item “People in my community trust me,” student responses indicated a 14 percentage point increase in agreement between the pre- and post-test surveys (55% to 69%), with some change in agreement coming from those who disagreed at the pre-test survey (11% to 6%). The research team found a similar pattern in response to the item “People in my life rely on me.” There was a nine percentage point increase in student endorsement of this item (72% to 81%) and a six percentage point decrease in student disagreement with this item (11% to 5%). This upward shift may indicate that, as students spend more time in the YouthBuild AmeriCorps program, they begin to perceive themselves as dependable and trustworthy people.

**Figure 5. Change in Student Perceptions of Personal Responsibility**

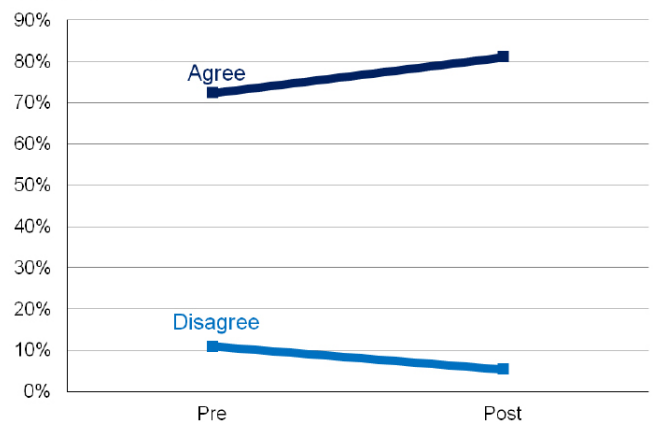
People in my community trust me.

Percent of All Respondents



People in my life rely on me.

Percent of All Respondents

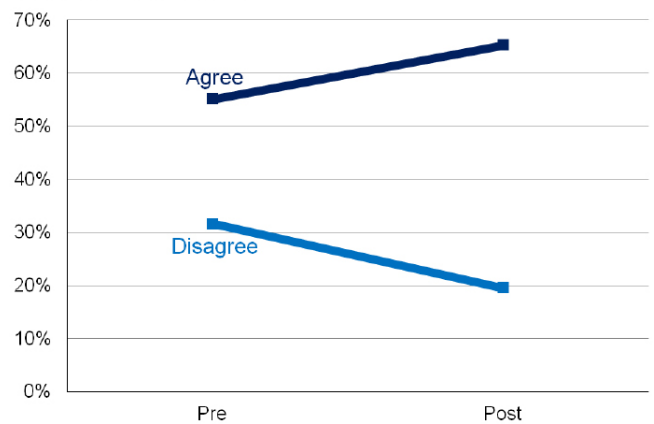


Three survey items revealed students' feelings of integration and participation in their communities (see figure 6). When asked if they knew most of their neighbors at the post-test survey, there was a 10 percentage point increase in the number of students who agreed with this item (55% to 65%) and a 12 percentage point decrease in the number of students disagreeing with this item (32% to 20%). An even more pronounced change occurred when students were presented with the item "I trust most people in my community." At the pre-test survey, more students (45%) disagreed than agreed (29%) with this item. A 19 percentage point decrease in students disagreeing and a 19 percentage point increase in students agreeing at the post-test survey resulted in nearly half of students (48%) agreeing and one-quarter disagreeing (26%) after participating in the program. Finally, when asked in general if "People in my neighborhood help each other," there was a 17 percentage point decrease in those disagreeing at post-test (38% to 21%) and a 20 percentage point increase in positive endorsement of this statement (32% to 52%). Collectively, these positive changes demonstrate that as students participate in YouthBuild AmeriCorps, they perceive themselves as less isolated and more integrated into their neighborhoods and communities.

**Figure 6. Change in Student Feelings of Community Integration**

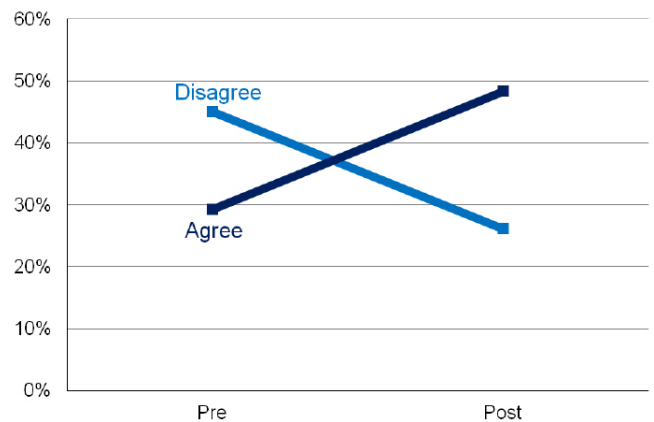
**I know most of my neighbors.**

Percent of All Respondents



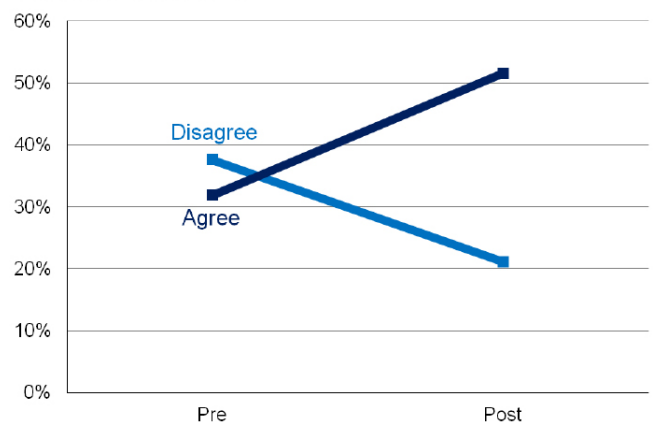
**I trust most people in my community.**

Percent of All Respondents



**People in my neighborhood help each other.**

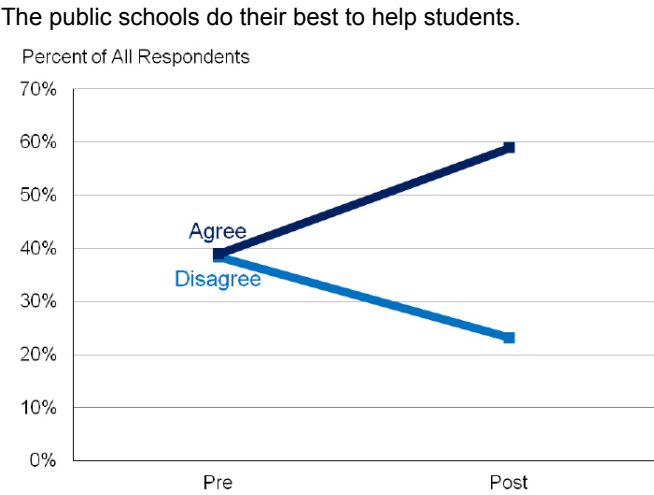
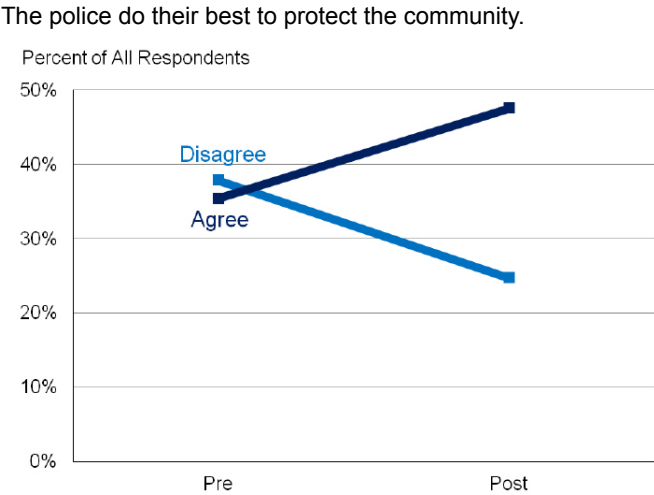
Percent of All Respondents



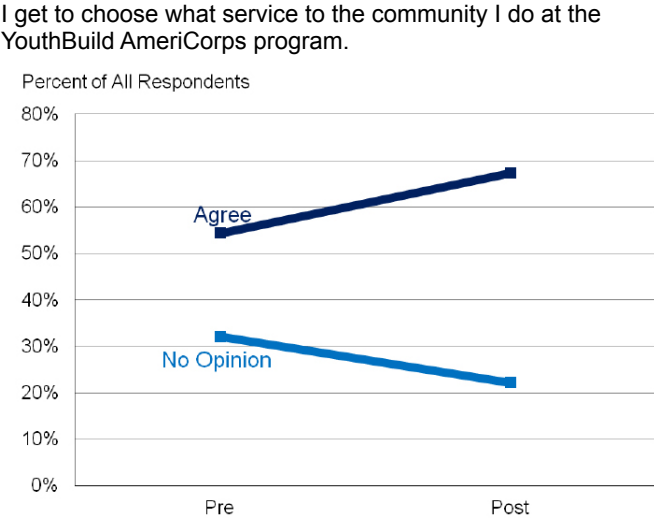
There was also a positive shift in student perceptions of social institutions, demonstrated by two survey items (see figure 7). At the pre-test survey, 38 percent of students disagreed and 35 percent of students agreed with the item “police do their best to protect the community.” When asked again at post-test survey, there was a 12 percentage point shift towards agreement, resulting in almost half (48%) of all students positively endorsing this item and only one-quarter of students disagreeing with this statement. When asked about public schools helping youth, there was a 15 percentage point decrease in student disagreement (38% to 23%) at the post-test survey and a 20 percentage point increase in student agreement (39% to 59%), so that over half believe schools are helping students. These positive views suggest that YouthBuild AmeriCorps students are developing trust and a more favorable view of authority institutions. By belonging to a safe and caring community where adults are dedicated to the success of young people, it could be that as students experience the positive caring adult staff in the program, their general attitudes toward adults in authority shift to be more understanding of their efforts.

Student responses to items related to ideas of service through the AmeriCorps program showed positive movement over time (see figure 8). After spending time in the program, students demonstrated a 13 percentage point increase in their endorsement of the item “I get to choose what service to the community I do at the YouthBuild AmeriCorps program” (54% to 67%). Most of these students shifted their

**Figure 7. Change in Student Perceptions of Social Institutions**



**Figure 8. Change in Student Perceptions of AmeriCorps Service**

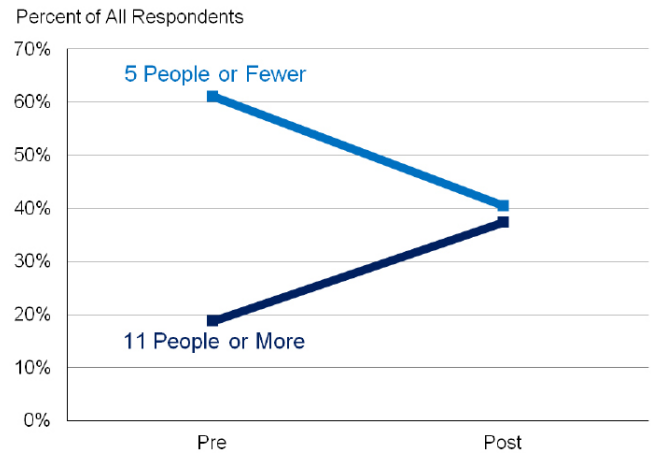


response from the “no opinion” category they selected at pre-test (32% to 22%). This indicates that students perceive staff within the AmeriCorps program as successful in engaging students in the process of choosing service projects and empowering them through their service experience.

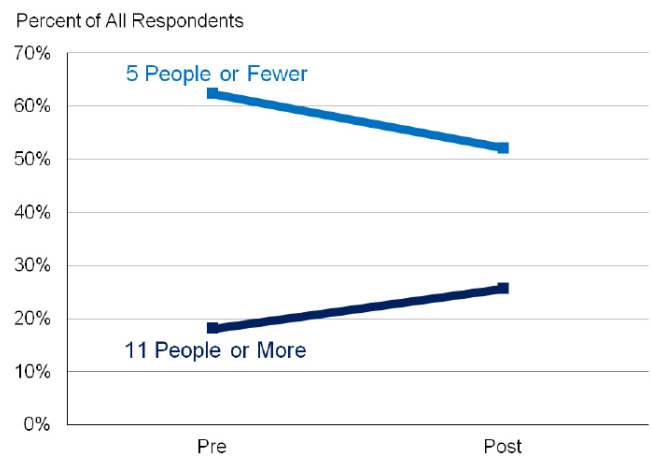
Additionally, the survey asked students to rate how many people they helped in the past month, both through the AmeriCorps program and outside of AmeriCorps (see figure 9). On both of these questions, the number of students who reported helping between zero and five people decreased, while the number of students who reported helping eleven or more people increased. Specifically, there was a notable decrease in students who reported helping no one either through their YouthBuild AmeriCorps participation (24% to 9%) or outside of the program (17% to 11%). Additionally, at the pre-test survey, while many students (37%) reported only helping one to five people through their AmeriCorps participation, less than one-third reported the same at post-test (31%). When asked about helping people outside of AmeriCorps, those reporting only helping one to five people dropped from 46 percent to 42 percent. These changes reflect an overall decrease in students helping five or fewer people both directly through their YouthBuild AmeriCorps participation (61% to 40%) and outside of their program participation (62% to 52%) from pre- to post-test surveys. These findings become even more encouraging when they are paired with increases in the number of students reporting helping 11 or more people both through the YouthBuild AmeriCorps program (19% to 37%) and outside of the program (18% to 26%). This suggests that most students are helping more people and deepening their commitment to service as they participate in the program. Most importantly, the increase in reported helping behavior is not confined to their AmeriCorps participation.

**Figure 9. Change in Student Perceptions of AmeriCorps Service – Number of People Helped**

Number of people helped directly through AmeriCorps in the past 30 days.



Number of people helped outside of AmeriCorps in the past 30 days.



## CONCLUSION |

This assessment found that students engaged with the YouthBuild AmeriCorps program and made significant positive changes in their outlook on service, personal responsibility, and community orientation. The most positive changes were found in student personal commitment to service and in their attitudes towards their communities. Students not only reported helping more people both through the program and outside of the program, but their attitudes towards helping people became more positive. The findings from the survey suggest that the YouthBuild AmeriCorps program is successful in deepening the commitments to service in student participants who engaged with the program. Additionally, on both individual item and factor measures, all students reported feeling more connected with their neighborhoods and feeling that they are trusted, productive, valuable members of their communities.

When attempting to measure how well students understand the construction component of the program as a means to community service, students did not demonstrate meaningful change in their perceptions. This suggests that, despite positive endorsement of this idea, YouthBuild AmeriCorps was not able to further cultivate this idea in students as they completed the program. It may be that students understand the construction work primarily as a means of skill building, rather than a primary means of serving their community. YouthBuild AmeriCorps may benefit from a reexamination of how this idea is taught to their students and ways to clarify this in the future.

Overall, student members engaged with the YouthBuild AmeriCorps program and exhibited positive changes. They became more connected with their communities, deepened their personal commitments to service, began to develop a sense of personal worth and reliability, and started to develop more trust in larger social institutions. Program staff reported an overall understanding of the YouthBuild AmeriCorps model and a commitment to supporting students as they engage with the program. Additionally, as students progressed through the program, they reported helping more people both through the program and outside of their YouthBuild AmeriCorps commitments. These positive findings suggest that YouthBuild AmeriCorps is succeeding in the development of service commitment, a sense of community engagement, and personal satisfaction within students who participate in their construction service, education, and leadership development program.

## APPENDICES

## Appendix A:

### Participating YouthBuild AmeriCorps Program Sites

### Student Survey Participation

| Site Name                                     | City                    | # Pre-Surveys Returned | # Post-Surveys Returned | % of Students Completing Both Surveys | 60% of Students Completed Both Surveys** |
|---|-------------------------|------------------------|-------------------------|---------------------------------------|--|
| <b>Crispus Attucks YouthBuild</b>             | <b>York, PA</b>         | <b>65</b>              | <b>64</b>               | <b>98%</b>                            | <b>Yes</b>                               |
| YouthBuild Rockford                           | Rockford, IL            | 62                     | 0                       | 0%                                    |  |
| YouthBuild Gary                               | Gary, IN                | 18                     | 0                       | 0%                                    |  |
| YouthBuild McLean County                      | Normal, IL              | 55                     | 18                      | 33%                                   |  |
| <b>YouthBuild Phila. Charter School</b>       | <b>Philadelphia, PA</b> | <b>142</b>             | <b>106</b>              | <b>75%*</b>                           | <b>Yes</b>                               |
| <b>CCEO YouthBuild</b>                        | <b>Lennox, CA</b>       | <b>33</b>              | <b>20</b>               | <b>61%</b>                            | <b>Yes</b>                               |
| <b>CSC YouthBuild</b>                         | <b>Lebanon, OR</b>      | <b>14</b>              | <b>12</b>               | <b>86%</b>                            | <b>Yes</b>                               |
| Youthbuild Fresno                             | Fresno, CA              | 71                     | 27                      | 38%                                   |  |
| YouthBuild Santa Rosa                         | Santa Rosa, CA          | 5                      | 2                       | 40%                                   |  |
| LAYC YouthBuild Public Charter School         | Washington, DC          | 44                     | 0                       | 0%                                    |  |
| YouthBuild Lawrence AmeriCorps                | Lawrence, MA            | 27                     | 7                       | 26%                                   |  |
| CTI YouthBuild of Greater Lowell              | Lowell, MA              | 17                     | 0                       | 0%                                    |  |
| YouthBuild Detroit                            | Detroit, MI             | 25                     | 6                       | 24%                                   |  |
| <b>St. Louis YouthBuild</b>                   | <b>St. Louis, MO</b>    | <b>35</b>              | <b>34</b>               | <b>97%</b>                            | <b>Yes</b>                               |
| <b>ISUS YouthBuild</b>                        | <b>Dayton, OH</b>       | <b>38</b>              | <b>31</b>               | <b>82%*</b>                           | <b>Yes</b>                               |
| YouthBuild Columbus Community School          | Columbus, OH            | 12                     | 19                      | 158%*                                 |  |
| <b>Portland YouthBuilders</b>                 | <b>Portland, OR</b>     | <b>86</b>              | <b>60</b>               | <b>70%*</b>                           | <b>Yes</b>                               |
| <b>YouthBuild Providence</b>                  | <b>Providence, RI</b>   | <b>28</b>              | <b>34</b>               | <b>121%*</b>                          | <b>Yes</b>                               |
| American Youth Works                          | Austin, TX              | 30                     | 13                      | 43%*                                  |  |
| CDCB/YouthBuild Brownsville                   | Brownsville, TX         | 12                     | 0                       | 0%                                    |  |
| Operation Fresh Start YouthBuild              | Madison, WI             | 8                      | 1                       | 13%                                   |  |
| ReSOURCE YouthBuild                           | Burlington, VT          | 15                     | 4                       | 27%                                   |  |
| <b>YouthBuild San Jose</b>                    | <b>San Jose, CA</b>     | <b>40</b>              | <b>25</b>               | <b>63%</b>                            | <b>Yes</b>                               |
| YouthBuild SOBRO                              | Bronx, NY               | 31                     | 0                       | 0%                                    |  |
| YouthBuild Atlanta                            | Atlanta, GA             | 30                     | 14                      | 47%                                   |  |
| YWCA YouthBuild Springfield                   | Springfield, MA         | 25                     | 15                      | 60%*                                  |  |
| <b>YouthBuild Brockton</b>                    | <b>Brockton, MA</b>     | <b>30</b>              | <b>30</b>               | <b>100%</b>                           | <b>Yes</b>                               |
| YouthBuild Albany                             | Albany, NY              | 26                     | 1                       | 4%                                    |  |
| Jacksonville YouthBuild                       | Jacksonville, FL        | 26                     | 8                       | 31%                                   |  |
| Tomorrow's Builders YouthBuild Charter School | East St. Louis, IL      | 20                     | 0                       | 0%                                    |  |

\* Site returned Post-Surveys with no matching Pre-Survey.

\*\* Only matched surveys from these sites were used in the analysis.

**Sites highlighted in boldface met the 60% follow-up threshold and were included in the analysis.**



| Site Name (cont.)                                       | City                   | # Pre-Surveys Returned | # Post-Surveys Returned | % of Students Completing Both Surveys | 60% of Students Completed Both Surveys** |
|---|------------------------|------------------------|-------------------------|---------------------------------------|--|
| <b>YouthBuild Louisville</b>                            | <b>Louisville, KY</b>  | <b>30</b>              | <b>26</b>               | <b>87%</b>                            | <b>Yes</b>                               |
| <b>Sumter County YouthBuild</b>                         | <b>Sumter, SC</b>      | <b>6</b>               | <b>4</b>                | <b>67%</b>                            | <b>Yes</b>                               |
| Guadalupe Alternative Programs - St. Paul               | St. Paul, MN           | 35                     | 18                      | 51%                                   |  |
| New Directions YouthBuild Partnership                   | Poughkeepsie, NY       | 24                     | 0                       | 0%                                    |  |
| YouthBuild Lake County                                  | North Chicago, IL      | 39                     | 14                      | 36%                                   |  |
| Lancaster YouthBuild                                    | Lancaster, SC          | 20                     | 9                       | 45%                                   |  |
| <b>YouthBuild Newark</b>                                | <b>Newark, NJ</b>      | <b>55</b>              | <b>40</b>               | <b>73%*</b>                           | <b>Yes</b>                               |
| Benton Harbor YouthBuild                                | Benton Harbor, MI      | 29                     | 0                       | 0%                                    |  |
| River Parish YouthBuild                                 | Convent, LA            | 24                     | 0                       | 0%                                    |  |
| Cloud and Fire Ministries                               | North Hills, CA        | 12                     | 4                       | 33%                                   |  |
| Akron Summit YouthBuild                                 | Akron, OH              | 19                     | 8                       | 42%                                   |  |
| San Antonio Youth Centers C-Corps                       | San Antonio, TX        | 76                     | 20                      | 26%                                   |  |
| <b>PPEP YouthBuild</b>                                  | <b>San Luis, AZ</b>    | <b>24</b>              | <b>21</b>               | <b>88%</b>                            | <b>Yes</b>                               |
| <b>San Gabriel Valley Conservation Corps YouthBuild</b> | <b>El Monte, CA</b>    | <b>44</b>              | <b>42</b>               | <b>95%*</b>                           | <b>Yes</b>                               |
| <b>Mile High Youth Corps YouthBuild</b>                 | <b>Denver, CO</b>      | <b>35</b>              | <b>32</b>               | <b>91%</b>                            | <b>Yes</b>                               |
| Franklin County YouthBuild                              | Columbus, OH           | 38                     | 7                       | 18%                                   |  |
| Rogue Valley YouthBuild                                 | Medford, OR            | 34                     | 6                       | 18%                                   |  |
| <b>YouthBuild Fall River</b>                            | <b>Fall River, MA</b>  | <b>26</b>              | <b>22</b>               | <b>85%</b>                            | <b>Yes</b>                               |
| <b>YouthBuild San Joaquin</b>                           | <b>Stockton, CA</b>    | <b>47</b>              | <b>43</b>               | <b>91%</b>                            | <b>Yes</b>                               |
| <b>Youthbuild Prevention Plus</b>                       | <b>Forest Park, GA</b> | <b>29</b>              | <b>18</b>               | <b>62%</b>                            | <b>Yes</b>                               |
| Youth Rebuild LA  | Gretna, LA             | 40                     | 0                       | 0%                                    |  |
| Schenectady YouthBuild                                  | Schenectady, NY        | 28                     | 13                      | 46%                                   |  |
| YouthBuild Northeast Tennessee                          | Elizabethton, TN       | 13                     | 6                       | 46%                                   |  |
| <b>YouthBuild Dallas</b>                                | <b>Dallas, TX</b>      | <b>38</b>              | <b>38</b>               | <b>100%</b>                           | <b>Yes</b>                               |
| <b>Heart of Oregon YouthBuild</b>                       | <b>Redmond, OR.</b>    | <b>32</b>              | <b>28</b>               | <b>88%</b>                            | <b>Yes</b>                               |
| <b>TOTAL</b>  |                        | <b>1,867</b>           | <b>970</b>              | <b>52%</b>                            |  |

\* Site returned Post-Surveys with no matching Pre-Survey.

\*\* Only matched surveys from these sites were used in the analyses.

**Sites highlighted in boldface met the 60% follow-up threshold and were included in the analysis.**

## Appendix B: YouthBuild AmeriCorps Logic Model

| Conditions   | Activities   | Outputs  | Outcomes   |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>•Low-income young people who are out of work and out of school</li> </ul> | <ul style="list-style-type: none"> <li>•Service opportunities building low-income housing</li> <li>•Education opportunity to earn a GED/HSD</li> <li>•Opportunity to earn an education award</li> <li>•Energy-conscious training</li> <li>•Leadership development</li> <li>•Workforce and postsecondary education readiness</li> </ul> | <ul style="list-style-type: none"> <li>•Number of houses built</li> <li>•Number of GED/HSD earned</li> <li>•Number of students who improve in literacy and numeracy</li> <li>•Number of energy-conscious certifications earned</li> <li>•Number of volunteers generated</li> <li>•Number of young people placed in careers or postsecondary education or both</li> </ul> | <ul style="list-style-type: none"> <li>•Improved access to PSE via AmeriCorps education award</li> <li>•Improved attitude toward service</li> <li>•Improved education award attainment rates based on the level of engagement (QT vs RHT vs HT)</li> <li>•Improved education award attainment based on the centrality of service to the program</li> </ul> |



|   | Disagree<br>Strongly     |                          | No<br>Opinion            |                          | Agree<br>Strongly        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The police do their best to protect the community.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Anything that we do to make the neighborhood better is service to the community.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping other people makes me feel good.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People in my neighborhood are mostly looking out for themselves.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I only help people that I know personally.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Neighborhood rules and laws are made to protect everyone.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The public schools do their best to help students.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Helping my community is important to me.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I get to choose what service to the community I do at the YouthBuild AmeriCorps program.        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know most of my neighbors.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I help others even when I'm not at the YouthBuild AmeriCorps program.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I plan to continue helping out in my community after leaving the YouthBuild AmeriCorps program. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Everyone should follow rules and laws.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Service to the community is part of being a good citizen.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| People in my community trust me.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Being part of YouthBuild AmeriCorps makes me feel proud.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I try to help at least one person every week.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| If I weren't in the YouthBuild AmeriCorps program, I wouldn't do any service in the community.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

|  | None                     | 1 to 5                   | 6 to 10                  | 11 to 15                 | 16 or<br>More            |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| In the past 30 days, how many people have you helped directly through your participation in the YouthBuild AmeriCorps program? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Or Other Number _____    |                          |                          |                          |                          |
| In the past 30 days, how many people have you helped outside of your participation in the YouthBuild AmeriCorps program?       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Or Other Number _____    |                          |                          |                          |                          |

**After answering all of the questions, please place this survey inside the envelope. Then, seal the envelope and drop it in the box provided.**

**Thank you for your help!**

## Appendix D: YouthBuild AmeriCorps Staff Assessment

As a supplement to the main YouthBuild AmeriCorps student assessment, a staff assessment was designed and implemented collaboratively by the Research and Evaluation (R&E) Center and by YouthBuild AmeriCorps.

### THE ASSESSMENT

The assessment of staff member attitudes focused on the following:

1. Staff commitment to student engagement – how do staff seek to maximize student participation in YouthBuild AmeriCorps?
2. Staff understanding of YouthBuild AmeriCorps program – how thoroughly do they understand student member requirements?

In order to measure staff commitment and staff understanding of the YouthBuild AmeriCorps model, the research team conducted a one-time survey for program staff that sought to measure staff knowledge of the YouthBuild AmeriCorps model and assess their attitudes towards service

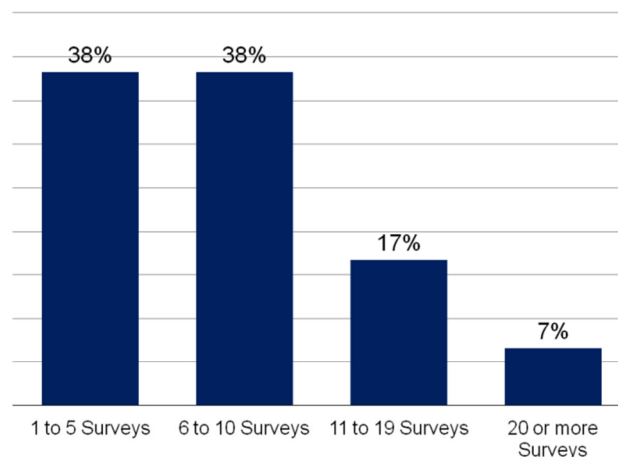
#### Staff Survey Design

The R&E Center research team and YouthBuild USA AmeriCorps staff collaboratively designed a brief staff survey (see Appendix E) to measure staff knowledge and attitudes towards service. Specifically, survey items explore staff knowledge of AmeriCorps program operations, methods of information dissemination, the extent to which students are involved in the creation of service opportunities, and staff perceptions of the value of service. The survey contained 20 questions related to knowledge and attitude on a seven-point Likert scale, ranging from strongly disagree (1) to strongly agree (7). An additional set of four demographic questions sought to explore each staff member's role at their program. See Appendix F for a full set of staff responses. The R&E Center research team created the survey using surveymonkey.com, with much input from YouthBuild USA AmeriCorps staff who then e-mailed the survey link to program staff.

#### Staff Survey Response Rate

The survey was launched in November 2011 and ran through January 2012. In three months, the research team received 494 surveys from 60 AmeriCorps program sites. Sites had between one and 47 staff members complete the online survey, with the average

**Figure A-1. Number of Surveys Returned by Staff at YouthBuild AmeriCorps Sites**



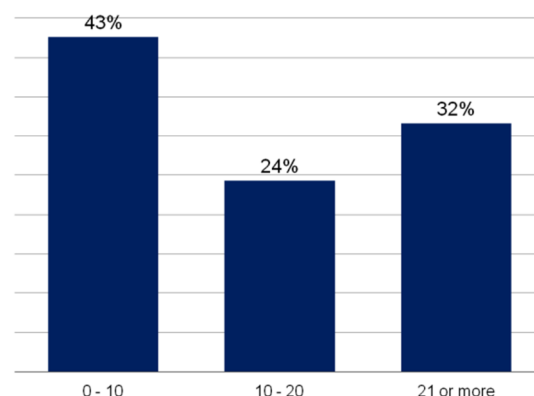
being 8 completed surveys per site. (See Appendix G for table of staff survey participation by YouthBuild AmeriCorps program site). Looking more closely, 38 percent of sites returned one to five staff surveys, another 38 percent returned between six and 10 staff surveys, and 15 percent returned between 11 and 16 surveys. Only four sites had 20 or more staff members complete the online survey (see figure A-1). Based on staff approximations, the programs ranged in size, with most programs having either 10 staff members or less (43%), and several other programs having 21 staff members or more (32%) (see figure A-2).

### Description of Staff Sample

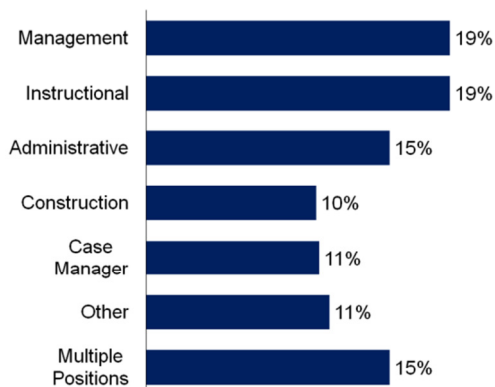
The staff who completed the survey provided a balanced representation of the various positions within YouthBuild AmeriCorps. The two roles most represented were management (19%) and instructional (19%) staff. Approximately one-third of staff members were evenly distributed across construction, case management, and all other types of positions. Fifteen percent of staff members were in administrative roles. The remaining 15 percent reported working in multiple positions within their program (see figure A-3).

The last measure, length of time worked at the program, indicated that the median length of staff employment was approximately three years. Fifty-six percent of staff have been with YouthBuild AmeriCorps for three years or less (with 20% being there less than one year) and 45 percent have worked at YouthBuild AmeriCorps for more than three years (with 15% being there 10 years or more) (see figure A-4).

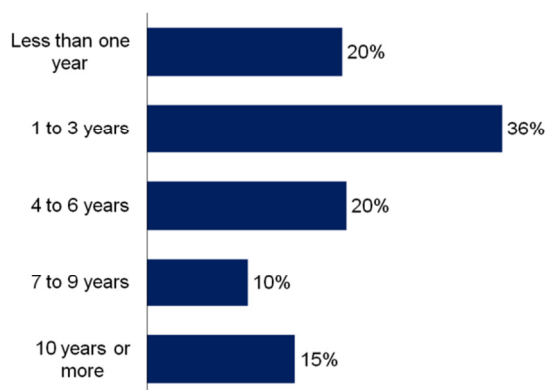
**Figure A-2. Number of Staff at YouthBuild AmeriCorps Sites**



**Figure A-3. Type of Staff Positions at YouthBuild AmeriCorps Sites**



**Figure A-4. Staff Tenure at YouthBuild AmeriCorps Sites**



# THE ANALYSIS

## Exploratory Factor Analysis

In order to identify the larger concepts that the staff survey measured, the research team performed an exploratory factor analysis on all 494 cases. Before conducting the factor analysis, all items were scored in the same direction so that higher item scores indicated more desirable answers.

Analysis considered 20 attitude questions and extracted three multi-variable factors (see table A-1). Retention criteria for factors included a high reliability coefficient (Cronbach's  $\alpha$ ). High Cronbach's  $\alpha$  values (i.e., those approaching 1.0) indicate greater internal consistency amongst items within each factor. This score assesses inter-item reliability of the factors and the extent to which analysis can treat the group of items as a single measure of the same construct or idea.

**Table A1: Factor Structure with Staff Survey Items and Reliability Coefficients.**

| Factor  | Component Survey Items  | Reliability Coefficient ( $\alpha$ ) |
|---|---|--------------------------------------|
| <b>Clear Understanding of Student Participation</b> | I have a clear understanding of what students are allowed to do during their AmeriCorps time.<br>I have a clear understanding of the benefits students receive as AmeriCorps members.<br>I have a clear understanding of how students earn service hours in the AmeriCorps program.<br>I have a clear understanding of what students are NOT allowed to do during their AmeriCorps time.<br>YouthBuild USA supports our work in the AmeriCorps program. | 0.862                                |
| <b>Positive Student Engagement</b>                  | Students assist in developing service opportunities for the program.<br>Students help to decide what service they will provide in the community.<br>We talk about service at construction sites.<br>Students are asked to evaluate their own performance as part of the program's regular evaluation procedures.<br>I speak with students regularly regarding their AmeriCorps hours.   | 0.783                                |
| <b>Centrality of Service</b>                        | Staff in leadership roles at my program emphasize the importance of service.<br>Staff members regularly monitor students' progress in earning AmeriCorps hours.<br>I believe members at my program understand what constitutes community service.<br>Our program celebrates service accomplishments.  | 0.782                                |



The research team determined that survey items loaded on a particular factor if loading scores were .30 or greater. Items were not retained if they loaded on more than one factor. Of the original 20 items included in the factor analysis, 14 items were retained. The remaining 6 items were set aside for separate analysis. The final factors measure three distinct concepts – how well staff understands student participation requirements (Clear Understanding of Student Participation), positive engagement of students in the AmeriCorps program (Positive Student Engagement), and staff perceptions of the centrality of service within AmeriCorps (Centrality of Service). The number of items in each factor varied, ranging between four and five items.

In order to create comparable and interpretable scores for each individual, the research team calculated a mean response score for each individual. Only valid item scores were used in the calculation of each mean factor score. In other words, if a staff member only responded to four of the five items on a particular factor, his or her mean score for that factor is based on the four valid responses. Each factor score can be interpreted on a scale of one to seven, with seven being the most positive score on each factor.

### **Comparative Group Change Analysis**

The research team also calculated a series of group means in order to conduct comparative analyses. These included group means by estimated number of program staff and time working with YouthBuild AmeriCorps. The research team then conducted one-way between subjects ANOVAs (analysis of variance) to determine if staff member responses to the factors differed significantly between different groupings of staff. The ANOVA tests indicated significant differences between group mean factor scores on the Positive Student Engagement Factor. No significant differences between groups were found for scores on the other two factors. Tukey's HSD post-hoc test identified significant differences between groups. It identifies which means, based on a grouping variable, are different from one another.

### **Individual Survey Item Analysis**

The research team calculated a series of cross-tabs to depict survey responses by estimated number of program staff and amount of time they worked with YouthBuild AmeriCorps. To examine differences in how these groups responded to the items, the research team collapsed survey categories (i.e., all disagree strongly, disagree, and disagree slightly responses were recoded as "disagree" for this analysis).

## **THE RESULTS**

By examining how different groups of staff members (i.e., staff members employed with the program a short time versus a longer time) responded to the factors, the YouthBuild AmeriCorps program can identify areas to focus additional staff training resources. If staff members are unclear about AmeriCorps program functions or are not fully engaging with students, the student experience will suffer and the program will be less effective. Each factor score can be interpreted on a scale of 1.00 to 7.00, with higher values indicating more positive responses to each factor.



## Between Group Change in Factor Scores

Overall, the research team found that YouthBuild AmeriCorps sites with fewer staff members reported more interaction and engagement with students than programs with larger staff members. Additionally, the analysis suggests that the longer a staff member works in the YouthBuild AmeriCorps program, the more they are likely to increase their ability to engage students with the program.

To look at these finds more closely, the research team was able to estimate the size of the program staff based on staff survey responses about the size of their YouthBuild AmeriCorps program staff. When grouped by estimated number of staff at each program site, the smaller sites with 10 or fewer program staff, on average, scored significantly higher (5.60) on the Positive Student Engagement factor than both medium sized sites with 11 to 20 staff members (5.18) and large sites with 21 or more staff members (5.23). The factor scores for the medium and large sites did not differ significantly (see table A-2). While these findings suggest that smaller programs are inherently more interactive, this may not be the case in reality. There is more specialization of staff roles in large programs and so not all staff are responsible for discussing service with the students. Thus, it is likely that students in larger programs actually receive levels of staff engagement similar to those of their peers in smaller programs, even if some staff members performing specialized roles in larger programs report lower levels of student engagement.

**Table A2: Differences in Factor Scores by Number of Program Staff.**

| Factor                                       | 10 or Fewer         | 11 to 20           | 21 or More         | Significant |
|--|---------------------|--------------------|--------------------|-------------|
| Clear Understanding of Student Participation | 6.327               | 6.066              | 6.118              |             |
| Positive Student Engagement                  | 5.601 <sup>AB</sup> | 5.180 <sup>A</sup> | 5.227 <sup>B</sup> | *           |
| Centrality of Service                        | 6.312               | 6.093              | 6.209              |             |

A = Scores for compared groups are significantly different ( $p < 0.05$ )

B = Scores for compared groups are significantly different ( $p < 0.05$ )

\* = Significant differences between groups on this factor ( $p < 0.05$ )

The research team then grouped staff by length of work experience (see table A-3). Regarding the Positive Student Engagement factor score, there was a significant difference between those relatively new to their jobs (less than one year) and those who had been working with YouthBuild AmeriCorps for seven or more years. Longer tenured employees rated their student engagement higher (5.60) than the newest staff members (5.23). Staff members on the job between one and three years had a score of 5.31, and staff on the job between four and six years had a score of 5.33. Scores for staff members on this factor increase steadily the longer they work. This finding can be explained by staff experience. More experienced staff members are more successful at engaging students with the AmeriCorps program.

**Table A3: Differences in Factor Scores by Time on the Job.**

| Factor                                       | Less than 1 Year   | 1 to 3 Years | 4 to 6 Years | 7 or More Years    | Significant |
|--|--------------------|--------------|--------------|--------------------|-------------|
| Clear Understanding of Student Participation | 5.854              | 6.118        | 6.330        | 6.412              |             |
| Positive Student Engagement                  | 5.227 <sup>A</sup> | 5.315        | 5.332        | 5.598 <sup>A</sup> | *           |
| Centrality of Service                        | 6.207              | 6.144        | 6.292        | 6.286              |             |

A = Scores for compared groups are significantly different ( $p < 0.05$ )

\* = Significant differences between groups on this factor ( $p < 0.05$ )

There were no significant differences when staff were grouped based on the estimated number of staff at their program or when staff were grouped based on length of employment for Clear Understanding of Student Participation and Centrality of Service factor scores.

### Notable Differences in Individual Survey Item Responses

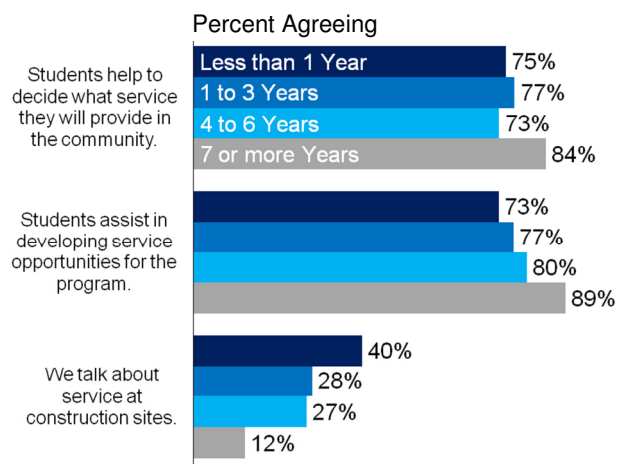
Seven survey items showed a notable difference between groups of staff members. These survey items fall into three general categories – student collaboration and engagement, clear understanding and implementation of the YouthBuild AmeriCorps model, and YouthBuild USA support of AmeriCorps. Overall, staff members with more experience in their job were able to better engage students in service development, were more likely to thoroughly understand the program model, and had a better understanding of how AmeriCorps fits in with the larger YouthBuild USA program. At the same time, programs with fewer staff members reported having more one-on-one time to spend with students and are more likely to have staff members taking on multiple roles, while programs with more staff members are more likely to have more clearly defined roles that may or may not bring them in to constant contact with student participants.

When dissected further, the research team found that staff members who have worked at their program site the longest (seven years or more) tended to agree with the items “Students help to decide what service they will provide in the community” (84%) and “Students assist in developing service opportunities for the program” (89%) more so than all of their less experienced counterparts. For example, of staff members working less than one year, 75 percent positively endorsed students helping decide types of community service and 73 percent positively endorsed students assisting in the development of service opportunities. Staff members with more experience also report more service-centered discussion with students with 87 percent reporting talking about service at construction sites versus only 54 percent of staff with less than one year’s experience (see figure A-5). This suggests that while all staff are doing well at engaging students in service discussions, staff members with more experience are somewhat more successful at engaging students in collaborative service development.

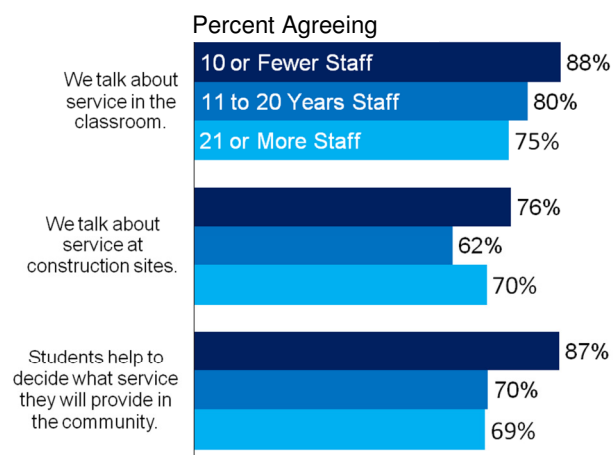
Program sites with smaller staff sizes reported high student engagement on the following items: “Students help decide what service they will provide in the community” (87%); “We talk about service at construction sites” (76%); and “We talk about service in the classroom” (88%). While the majority of respondents at medium and large sized programs also agreed with these items, respondents at small sites reported the highest agreement (see figure A-6). This pattern could be indicative of more rigorous student-staff interactions at smaller program sites. Staff at these sites may have more availability to spend one-on-one time with their students, as they are likely to have smaller enrollment than programs with a larger number of employees on staff.

When examining items related to staff understanding of the YouthBuild AmeriCorps model, staff with most experience on the job reported greater understanding of what students are and are not allowed to do while enrolled in the program. Almost all staff with seven or more years of experience (95%) were clear on this, while staff with the least experience were the least clear (81%) (see figure A-7). Additionally, the smaller the staff size for an AmeriCorps program, the clearer staff are on their understanding and implementation of the AmeriCorps program model (see figure A-8). For example, almost all staff (93%) from programs with 10 or fewer employees perceived a clear understanding of the limits of student activity at program sites and most (78%) speak with students regularly about student progress towards earning their AmeriCorps hours. In larger programs, fewer staff are clear on student activity limits (80-89%) and fewer staff speak

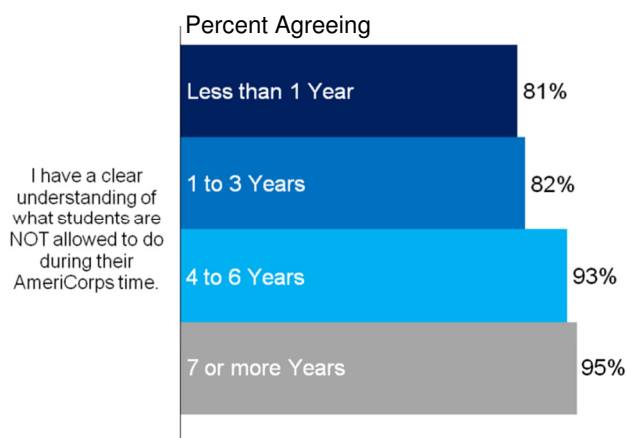
**Figure A-5. Student Collaboration by Staff Time on the Job**



**Figure A-6. Student Collaboration by Size of Program**



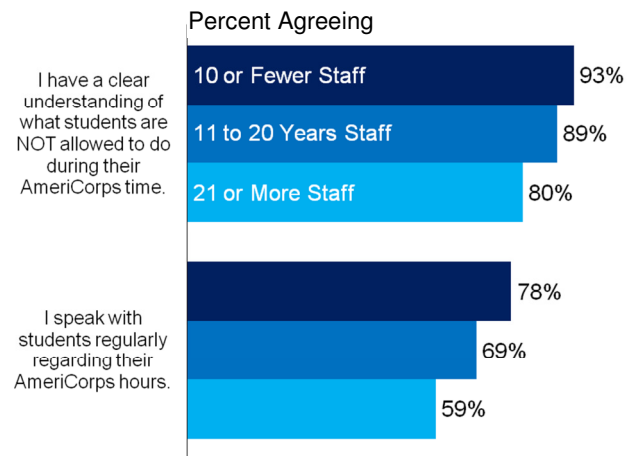
**Figure A-7. Understanding of the YouthBuild AmeriCorps Program Model by Time on the Job**



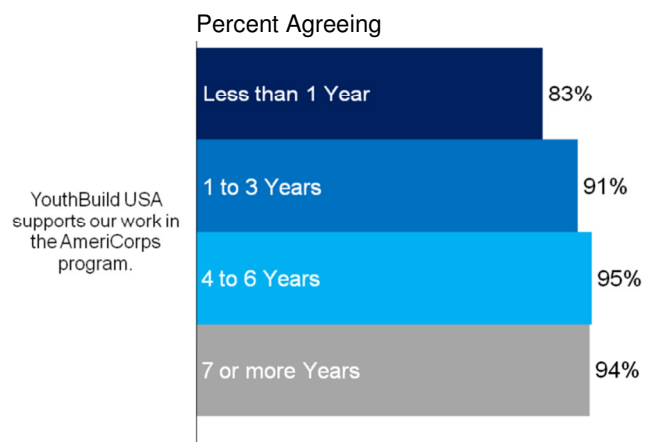
with students about hours (59-69%). It initially appears that smaller programs and those with more experienced staff have the clearest understanding of the YouthBuild AmeriCorps model. However, it is likely that in programs with more staff members, there is a more specific distribution of duties and more specialization of tasks. Because staff members are not involved in as many aspects of the students' program experience, it is not unexpected that staff from programs with more employees would have a slightly less clear understanding of the overall YouthBuild AmeriCorps program models and would be less likely to be the one speaking with students about earning service hours, regardless of how long they have working in the program.

Finally, staff perceptions of how supportive YouthBuild USA is of the AmeriCorps programs indicate that length of time with AmeriCorps influenced responses. Staff employed for the least amount of time perceived slightly less support from YouthBuild USA than those on the job four years or more (83% agreement versus 94% agreement, respectively) (see figure A-9). This suggests that as a new staff member comes to understand their role in the YouthBuild AmeriCorps program, their perception of support from YouthBuild USA for the AmeriCorps work becomes more clear. It seems that experience working in a YouthBuild AmeriCorps programs solidifies an employee's understanding of AmeriCorps place within YouthBuild USA's larger organization and how YouthBuild USA bolsters AmeriCorps' goals.

**Figure A-8. Understanding of the YouthBuild AmeriCorps Program Model by Size of Staff**



**Figure A-9. Perception of YouthBuild Support for AmeriCorps by Staff Time on the Job**



# Appendix E:

## Staff Survey Instrument

### (Administered via surveymonkey.com)

#### **Introduction Text (Page 1):**

Welcome to the YouthBuild AmeriCorps Staff Survey. As part of an ongoing assessment of all YouthBuild AmeriCorps programs, we are asking you to complete a short survey today about your experience as a staff member for this program.

The survey was designed and implemented by researchers at John Jay College of Criminal Justice. Survey results will be reported in aggregate form only to YouthBuild AmeriCorps.

Your participation in this survey is completely voluntary. If you choose to participate, the survey should take about 15 minutes.

We do not believe that the survey poses any risk or discomfort to you. All of your answers will be kept confidential and no identifying information about you or your answers will be disclosed to anyone outside the research team.

The potential benefit of this assessment is the improvement and strengthening of the YouthBuild AmeriCorps program.

If you have any questions or concerns about the survey, contact the survey coordinator:

Ms. Kathleen Tomberg  
Research and Evaluation Center  
John Jay College of Criminal Justice  
555 West 57th Street, Suite 605  
New York, NY 10019  
212.484.1331  
ktomberg@jjay.cuny.edu

#### **Respondent Information (Page 2):**

Before we get started, we would like to get a little bit of information about your program and your role there.

#### **Identify Role at the Program / Program Demographics**

1. Which category best describes your position in the program?
  - a) Management
  - b) Instructional
  - c) Administrative
  - d) Construction Staff

- e) Case Managers
- 2. How long have you worked at your program?
  - a) Less than one year
  - b) 1-3 years
  - c) 4-6 years
  - d) 7-9 years
  - e) 10 years or more
- 3. List of 69 program names in check list or drop down menu form.  
See list on excel document
- 4. Approximately how many staff members work at your YouthBuild program?
  - a) 0-5
  - b) 6-10
  - c) 11-15
  - d) 16-20
  - e) 21 or more
  - f) Don't Know

### **Opinion / Understanding Questions (Page 5-8):**

Please read each statement carefully and mark the answer that comes closest to your opinion, from "Disagree Strongly" to "Agree Strongly".

***NOTE: Questions 5 thru 24 will be answered using a 7 point Likert Scale (Strongly Agree, Agree, Agree Slightly, No Opinion, Disagree Slightly, Disagree, Strongly Disagree)***

### **AmeriCorps/Service Knowledge of Staff**

- 5. I have a clear understanding of the benefits students receive as AmeriCorps members.
- 6. I have a clear understanding of how students earn service hours in the AmeriCorps program.
- 7. Building low income housing is an important part of AmeriCorps service.
- 8. I have a clear understanding of what students are allowed to do during their AmeriCorps time.
- 9. I have a clear understanding of what students are NOT allowed to do during their AmeriCorps time.

### **How the AmeriCorps information is passed on to members at the program**

- 10. I believe members at my program understand what constitutes community service.
- 11. Members at my program know the responsibilities and benefits associated with being an AmeriCorps member.
- 12. Members at my program know when they are earning AmeriCorps hours.
- 13. Our program celebrates service accomplishments.
- 14. We talk about service in the classroom.
- 15. We talk about service at construction sites.
- 16. Staff members regularly monitor students' progress in earning AmeriCorps hours.

17. I speak with students regularly regarding their AmeriCorps hours.

**Student Involvement in Service Creation at the Site**

- 18. Students assist in developing service opportunities for the program.
- 19. Students help to decide what service they will provide in the community.
- 20. Students are asked to evaluate their own performance as part of the program's regular evaluation procedures.

**Value of Service (personally and at the program)**

- 21. Service is an integral part of my work for the program.
- 22. Service to the community is important to me personally.
- 23. Staff in leadership roles at my program emphasize the importance of service.
- 24. YouthBuild USA supports our work in the AmeriCorps program.

**Thank You (Page 9):**

That's it - you're all finished. Thank you very much!

By using the "Back" button on your browser or the "Prev" button, you may still back-up through the survey to review or change your answers.

Return here by using the "Next" button on each page.

When you click on the "Done" button at the bottom of this page, however, your answers will be submitted and the survey terminated.

Again, if you have any questions or concerns about the survey, we encourage you to contact the survey coordinator:

Ms. Kathleen Tomberg  
Research and Evaluation Center  
John Jay College of Criminal Justice  
555 West 57th Street, Suite 605  
New York, NY 10019  
212.484.1331  
[ktomberg@jjay.cuny.edu](mailto:ktomberg@jjay.cuny.edu)

Thank you very much for your participation in this survey. Your answers will help to improve the YouthBuild AmeriCorps program experience for participating youth.

## Appendix F:

### Individual Staff Survey Item Frequencies

| Survey Item  | Disagree Strongly | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly |
|--|-------------------|----------|-------------------|------------|----------------|-------|----------------|
| I have a clear understanding of the benefits students receive as AmeriCorps members.                         | 0%                | 1%       | 1%                | 1%         | 7%             | 30%   | 59%            |
| Students help to decide what service they will provide in the community.                                     | 1%                | 6%       | 5%                | 10%        | 21%            | 37%   | 19%            |
| Service is an integral part of my work for the program.  | 0%                | 1%       | 2%                | 5%         | 9%             | 35%   | 47%            |
| Members at my program know the responsibilities and benefits associated with being an AmeriCorps member.     | 0%                | 2%       | 2%                | 3%         | 13%            | 40%   | 39%            |
| Building low income housing is an important part of AmeriCorps service.                                      | 1%                | 1%       | 1%                | 5%         | 6%             | 35%   | 51%            |
| I have a clear understanding of how students earn service hours in the AmeriCorps program.                   | 0%                | 1%       | 2%                | 1%         | 9%             | 33%   | 53%            |
| Staff in leadership roles at my program emphasize the importance of service.                                 | 1%                | 1%       | 1%                | 1%         | 9%             | 36%   | 50%            |
| Our program celebrates service accomplishments.  | 0%                | 1%       | 2%                | 3%         | 9%             | 37%   | 48%            |
| We talk about service at construction sites.   | 0%                | 1%       | 2%                | 27%        | 9%             | 35%   | 27%            |
| I have a clear understanding of what students are allowed to do during their AmeriCorps time.                | 0%                | 2%       | 3%                | 4%         | 9%             | 41%   | 41%            |
| YouthBuild USA supports our work in the AmeriCorps program.  | 0%                | 0%       | 0%                | 9%         | 4%             | 36%   | 51%            |
| Students are asked to evaluate their own performance as part of the program's regular evaluation procedures. | 1%                | 3%       | 3%                | 24%        | 13%            | 33%   | 23%            |
| I speak with students regularly regarding their AmeriCorps hours.  | 1%                | 6%       | 6%                | 17%        | 18%            | 29%   | 22%            |
| Members at my program know when they are earning AmeriCorps hours.   | 0%                | 1%       | 2%                | 4%         | 9%             | 40%   | 45%            |
| I believe members at my program understand what constitutes community service.                               | 0%                | 0%       | 1%                | 3%         | 11%            | 46%   | 40%            |
| I have a clear understanding of what students are NOT allowed to do during their AmeriCorps time.            | 0%                | 4%       | 4%                | 5%         | 11%            | 34%   | 42%            |
| Staff members regularly monitor students' progress in earning AmeriCorps hours.                              | 0%                | 2%       | 1%                | 4%         | 7%             | 35%   | 52%            |
| Students assist in developing service opportunities for the program.   | 0%                | 4%       | 4%                | 12%        | 21%            | 36%   | 23%            |
| We talk about service in the classroom.  | 0%                | 1%       | 2%                | 15%        | 10%            | 39%   | 32%            |
| Service to the community is important to me personally.  | 0%                | 0%       | 0%                | 1%         | 3%             | 26%   | 70%            |



## Appendix G:

### Participating YouthBuild AmeriCorps Program Sites Staff Survey Participation

| Program Site Location | # Staff Surveys Returned |
|-----------------------|--------------------------|
| Akron, OH             | 6                        |
| Albany, NY            | 3                        |
| Atlanta, GA           | 2                        |
| Austin, TX            | 13                       |
| Benton Harbor, MI     | 3                        |
| Bloomington, IL       | 12                       |
| Boston, MA            | 11                       |
| Brockton, MA          | 7                        |
| Bronx, NY             | 1                        |
| Brownsville, TX       | 1                        |
| Burlington, VT        | 12                       |
| Columbus, OH          | 27                       |
| Convent, LA           | 8                        |
| Dallas, TX            | 6                        |
| Dayton, OH            | 1                        |
| Denver, CO            | 11                       |
| Detroit, MI           | 3                        |
| East St. Louis, IL    | 3                        |
| El Monte, CA          | 7                        |
| Fall River, MA        | 9                        |
| Forest Park, GA       | 10                       |
| Franklin County, OH   | 4                        |
| Fresno, CA            | 10                       |
| Gary, IN              | 3                        |
| Gretna, LA            | 6                        |
| Jackson, KY           | 4                        |
| Jacksonville, FL      | 7                        |
| Kincaid, WV           | 4                        |
| Kingsport, TN         | 1                        |
| Lancaster, SC         | 8                        |
| Lawrence, MA          | 8                        |
| Lebanon, OR           | 2                        |
| Lennox, CA            | 15                       |
| Los Angeles, CA       | 15                       |
| Louisville, KY        | 7                        |

| <b>Program Site Location (cont.)</b> | <b># Staff Surveys Returned</b> |
|--------------------------------------|---------------------------------|
| Lowell, MA                           | 3                               |
| Madison, WI                          | 22                              |
| Medford, OR                          | 5                               |
| Newark, NJ                           | 5                               |
| North Chicago, IL                    | 9                               |
| North Hills, CA                      | 8                               |
| Philadelphia, PA                     | 47                              |
| Portland, OR                         | 20                              |
| Poughkeepsie, NY                     | 1                               |
| Redby, MN                            | 2                               |
| Redmond, OR                          | 8                               |
| Rockford, IL                         | 12                              |
| San Antonio, TX                      | 5                               |
| San Jose, CA                         | 2                               |
| San Luis, AZ                         | 9                               |
| Santa Rosa, CA                       | 7                               |
| Schenectady, NY                      | 8                               |
| St. Louis, MO                        | 9                               |
| St. Paul, MN                         | 9                               |
| Stockton, CA                         | 8                               |
| Sumter, SC                           | 5                               |
| Venice, CA                           | 4                               |
| Washington, DC                       | 14                              |
| Waukegan, IL                         | 6                               |
| York, PA                             | 16                              |
| <b>TOTAL</b>                         | <b>494</b>                      |

Appendix H:  
Individual Student Survey Item Frequencies  
Pre-Test Survey and Post-Test Survey Responses

### Individual Student Survey Items – Responses by Category

| Survey Item  | Pre-Test Survey Responses |          |                   |            |                |       |                | Post-Test Survey Responses |          |                   |            |                |       |                |
|--|---------------------------|----------|-------------------|------------|----------------|-------|----------------|----------------------------|----------|-------------------|------------|----------------|-------|----------------|
|  | Disagree Strongly         | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly | Disagree Strongly          | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly |
| Doing service in the community helps me learn valuable skills.                         | 3%                        | 1%       | 2%                | 8%         | 11%            | 24%   | 51%            | 0%                         | 1%       | 1%                | 8%         | 10%            | 24%   | 56%            |
| People in my life rely on me.  | 3%                        | 2%       | 6%                | 17%        | 17%            | 22%   | 33%            | 3%                         | 1%       | 1%                | 14%        | 16%            | 26%   | 39%            |
| The YouthBuild AmeriCorps program helps the community.                                 | 1%                        | 1%       | 1%                | 7%         | 7%             | 19%   | 65%            | 0%                         | 1%       | 1%                | 8%         | 7%             | 18%   | 65%            |
| People in my neighborhood help each other.   | 19%                       | 9%       | 10%               | 31%        | 13%            | 9%    | 10%            | 9%                         | 5%       | 7%                | 27%        | 18%            | 14%   | 19%            |
| Being part of YouthBuild AmeriCorps teaches me that I have a lot to give other people. | 1%                        | 1%       | 3%                | 13%        | 13%            | 23%   | 47%            | 1%                         | 1%       | 1%                | 10%        | 10%            | 25%   | 52%            |
| By doing construction, I am learning new skills.                                       | 3%                        | 0%       | 1%                | 10%        | 4%             | 15%   | 66%            | 2%                         | 1%       | 2%                | 12%        | 5%             | 17%   | 61%            |
| Community service is court-ordered.  | 40%                       | 9%       | 5%                | 26%        | 5%             | 5%    | 9%             | 42%                        | 7%       | 7%                | 20%        | 6%             | 7%    | 11%            |
| It is important to me that my community sees me doing good work.                       | 5%                        | 3%       | 4%                | 21%        | 13%            | 20%   | 35%            | 3%                         | 2%       | 2%                | 18%        | 13%            | 21%   | 41%            |
| If I need help, I know people I can go to.   | 2%                        | 2%       | 3%                | 7%         | 11%            | 23%   | 53%            | 1%                         | 1%       | 2%                | 9%         | 10%            | 24%   | 54%            |
| I can suggest service ideas to the YouthBuild AmeriCorps program.                      | 2%                        | 2%       | 4%                | 24%        | 20%            | 19%   | 29%            | 2%                         | 1%       | 2%                | 20%        | 13%            | 23%   | 38%            |
| Staff at my program talk about service to the community.                               | 1%                        | 1%       | 2%                | 11%        | 11%            | 24%   | 50%            | 1%                         | 1%       | 1%                | 14%        | 8%             | 24%   | 51%            |
| Politicians don't understand my neighborhood.  | 5%                        | 3%       | 4%                | 47%        | 10%            | 11%   | 21%            | 4%                         | 3%       | 3%                | 37%        | 10%            | 15%   | 27%            |
| I believe I can make a difference in my neighborhood.                                  | 3%                        | 2%       | 4%                | 18%        | 16%            | 17%   | 41%            | 1%                         | 1%       | 2%                | 18%        | 14%            | 22%   | 42%            |
| It is important for everyone to vote.  | 4%                        | 2%       | 4%                | 22%        | 10%            | 13%   | 46%            | 2%                         | 1%       | 2%                | 19%        | 10%            | 15%   | 52%            |

| Survey Item   | Pre-Test Survey Responses |          |                   |            |                |       |                | Post-Test Survey Responses |          |                   |            |                |       |                |
|---|---------------------------|----------|-------------------|------------|----------------|-------|----------------|----------------------------|----------|-------------------|------------|----------------|-------|----------------|
|   | Disagree Strongly         | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly | Disagree Strongly          | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly |
| Service is important at the YouthBuild AmeriCorps program.                            | 1%                        | 1%       | 2%                | 9%         | 10%            | 21%   | 57%            | 0%                         | 1%       | 1%                | 11%        | 8%             | 20%   | 60%            |
| Construction is one way that I serve my community.                                    | 3%                        | 2%       | 3%                | 17%        | 13%            | 20%   | 43%            | 6%                         | 1%       | 2%                | 14%        | 11%            | 22%   | 45%            |
| I trust most people in my community.  | 25%                       | 9%       | 11%               | 26%        | 11%            | 8%    | 11%            | 13%                        | 5%       | 8%                | 26%        | 14%            | 15%   | 20%            |
| I need to get help for myself before I can help anybody else.                         | 7%                        | 5%       | 6%                | 17%        | 11%            | 13%   | 41%            | 5%                         | 3%       | 3%                | 16%        | 12%            | 19%   | 41%            |
| When I help others, people think better of me.  | 2%                        | 1%       | 3%                | 14%        | 13%            | 20%   | 49%            | 1%                         | 1%       | 1%                | 14%        | 10%            | 23%   | 50%            |
| The police do their best to protect the community.                                    | 21%                       | 8%       | 8%                | 27%        | 11%            | 9%    | 16%            | 14%                        | 6%       | 5%                | 28%        | 14%            | 12%   | 22%            |
| Anything that we do to make the neighborhood better is service to the community.      | 2%                        | 2%       | 2%                | 11%        | 13%            | 21%   | 49%            | 0%                         | 1%       | 2%                | 13%        | 14%            | 22%   | 49%            |
| Helping other people makes me feel good.  | 1%                        | 1%       | 2%                | 7%         | 10%            | 20%   | 58%            | 0%                         | 1%       | 1%                | 10%        | 12%            | 21%   | 56%            |
| People in my neighborhood are mostly looking out for themselves.                      | 3%                        | 4%       | 5%                | 23%        | 13%            | 19%   | 33%            | 4%                         | 2%       | 5%                | 24%        | 14%            | 18%   | 32%            |
| I only help people that I know personally.  | 27%                       | 13%      | 13%               | 18%        | 11%            | 8%    | 10%            | 21%                        | 10%      | 11%               | 19%        | 13%            | 11%   | 15%            |
| Neighborhood rules and laws are made to protect everyone.                             | 6%                        | 3%       | 6%                | 22%        | 16%            | 16%   | 31%            | 4%                         | 1%       | 5%                | 19%        | 15%            | 21%   | 35%            |
| The public schools do their best to help students.                                    | 19%                       | 8%       | 11%               | 23%        | 10%            | 11%   | 17%            | 10%                        | 6%       | 7%                | 18%        | 15%            | 18%   | 26%            |
| Helping my community is important to me.  | 2%                        | 3%       | 3%                | 19%        | 17%            | 20%   | 36%            | 1%                         | 1%       | 2%                | 15%        | 17%            | 25%   | 40%            |
| I get to choose what kind of service to the community I do at the AmeriCorps program. | 5%                        | 4%       | 5%                | 32%        | 15%            | 16%   | 23%            | 4%                         | 3%       | 3%                | 22%        | 15%            | 20%   | 32%            |

| Survey Item   | Pre-Test Survey Responses |          |                   |            |                |       | Post-Test Survey Responses |                   |          |                   |            |                |       |                |
|---|---------------------------|----------|-------------------|------------|----------------|-------|----------------------------|-------------------|----------|-------------------|------------|----------------|-------|----------------|
|   | Disagree Strongly         | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly             | Disagree Strongly | Disagree | Disagree Slightly | No Opinion | Agree Slightly | Agree | Agree Strongly |
| I know most of my neighbors.  | 16%                       | 7%       | 9%                | 13%        | 13%            | 14%   | 27%                        | 8%                | 5%       | 7%                | 15%        | 15%            | 22%   | 29%            |
| I help others even when I'm not at the YouthBuild AmeriCorps program.                           | 2%                        | 2%       | 4%                | 13%        | 18%            | 21%   | 40%                        | 1%                | 1%       | 2%                | 14%        | 17%            | 27%   | 39%            |
| I plan to continue helping out in my community after leaving the YouthBuild AmeriCorps program. | 2%                        | 1%       | 3%                | 16%        | 15%            | 21%   | 42%                        | 2%                | 1%       | 1%                | 16%        | 15%            | 25%   | 40%            |
| Everyone should follow rules and laws.  | 1%                        | 2%       | 3%                | 17%        | 12%            | 17%   | 49%                        | 1%                | 2%       | 2%                | 16%        | 12%            | 20%   | 48%            |
| Service to the community is part of being a good citizen.                                       | 1%                        | 1%       | 2%                | 13%        | 13%            | 20%   | 49%                        | 0%                | 1%       | 1%                | 11%        | 16%            | 22%   | 48%            |
| People in my community trust me.  | 5%                        | 2%       | 4%                | 34%        | 14%            | 16%   | 25%                        | 2%                | 1%       | 3%                | 25%        | 15%            | 21%   | 33%            |
| Being part of YouthBuild AmeriCorps makes me feel proud.  | 2%                        | 1%       | 2%                | 11%        | 12%            | 17%   | 55%                        | 1%                | 1%       | 1%                | 10%        | 11%            | 23%   | 53%            |
| I try to help at least one person every week.   | 3%                        | 2%       | 4%                | 24%        | 17%            | 18%   | 32%                        | 2%                | 1%       | 3%                | 22%        | 19%            | 21%   | 33%            |
| If I weren't in the YouthBuild AmeriCorps program, I wouldn't do any service in the community.  | 26%                       | 10%      | 10%               | 23%        | 8%             | 7%    | 17%                        | 22%               | 8%       | 8%                | 21%        | 8%             | 11%   | 23%            |

| Survey Item  | Pre-Test Survey Responses |        |         |          |            |  | Post-Test Survey Responses |        |         |          |            |  |
|--|---------------------------|--------|---------|----------|------------|--|----------------------------|--------|---------|----------|------------|--|
|  | None                      | 1 to 5 | 6 to 10 | 11 to 15 | 16 or More |  | None                       | 1 to 5 | 6 to 10 | 11 to 15 | 16 or More |  |
| In the past 30 days, how many people have you helped directly through your participation in the YouthBuild AmeriCorps program? | 24%                       | 37%    | 20%     | 6%       | 13%        |  | 9%                         | 31%    | 22%     | 13%      | 24%        |  |
| In the past 30 days, how many people have you helped outside of your participation in the YouthBuild AmeriCorps program?       | 17%                       | 46%    | 20%     | 8%       | 10%        |  | 11%                        | 42%    | 22%     | 11%      | 15%        |  |

# Research and Evaluation Center

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The Research and Evaluation Center at John Jay College of Criminal Justice, City University of New York (CUNY), is an applied research organization established in 1975 to provide members of the academic community of John Jay College with opportunities to respond to the research needs of justice practitioners in New York City, New York State, and the nation. As a member of the Research Consortium of John Jay College, the Center operates under the supervision of the Office for the Advancement of Research (OAR).